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INTERNATIONAL CONFERENCE ON SOCIAL SCIENCES AND HUMANITIES 2022

HYBRID CONFERENCE SKOPJE, 13-15 JUNE 2022

BOOK OF PROCEEDINGS

15 YEARS

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Post Covid-19 Era: Challenges and Opportunities

13-15 June 2022

Hybrid Conference, North Macedonia

Skopje, 2023

Book of Proceedings

5th International Conference on Social Sciences and Humanities

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ARTS & HISTORY

The Italian Contribution to the Architectural Panorama of Cosmopolitan Galata and Pera Districts in Istanbul and its Reflections on Cultural Heritage

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Abstract

The aim of this paper is to investigate the built environment's heritage left by the Italian and Italian-Levantine architects who contributed to the urbanization of cosmopolitan and 'Levantine' Istanbul between the second half of the nineteenth and the first decades of the twentieth century.

Through analysis concerning the works done by architects such as the brothers Gaspare and Giuseppe Fossati, Alessandro Vallauri, Raimondo D'Aronco, Giulio Mongeri, Edoardo De Nari and many others, this paper want to describe the notable Italian contribution to the architectural panorama of Istanbul, which served to consolidate an already existing link between the European artistic and architectural trends and the Ottoman world and how this built heritage is perceived today.

In the period of the great reforms that took place in the Ottoman Empire after 1830, many foreigners contributed to the urban and architectural development of modern Istanbul, implementing from time to time the styles that were flourishing in the changing Turkish world. Many of these architects were trained in Italian or French academies and their works emphasized what was happening at the same time in the contemporary European scene, bringing to the cosmopolitan Istanbul the new fashion and the eclectic styles of the moment, from Neoclassical to Historicism and Art Nouveau, from Ottoman Revival to Neo-Gothic, from Art Decò to Modernism.

Those architects, engineers, sculptors and decorators of Italian or Italian-Levantine origins found a fertile ground in a country where solid cultural and commercial relations had always been established between the European powers and the Ottoman Empire. By having common roots - well represented by the Latin community already existing in Galata and Pera districts since the period of the Genoese colonies - they were commissioned or moved to the court of the last Sultans or in the first period of Kemalist Turkey, to propose their own projects and new urban-architectural solutions for the 'City of Desire': Constantinople.

1. Historical Introduction

The focus of this article is to present how some Italian architects, engineers and decorators contribute to the urban and architectural environment in the cosmopolitan Istanbul's districts of Galata and Pera, considering a long period amid the 19th and the beginnings of the 20th century.

Located on the European side of the 16 millions inhabitants' Istanbul, the Municipality of Beyoğlu, which incorporates the historic districts of Galata and Pera, had been the cultural and vibrating center of Istanbul's modern life since the middle of the 19th century. Strictly connected and associated with the harbor of Galata - the former Genoese colony into the Levant - its history goes back to the period of the ancient Roman and then Byzantine Empires. Opposite to Constantinople, Galata-Pera became through the centuries a trade center for all the foreigner companies and headquarters for all the Western traders and bankers, ambassadors and legations and a settlement for all the Levantines who lived in those areas, together with the local minorities. The predominant upper-middle class population, mostly composed by the so called minorities were Armenians, Greeks, Jews and Latins – Levantines or 'Franks' - as well as Turks and other Muslims, characterized the entire district of Beyoğlu through centuries [1].

Among all the Levantines and foreigners living within the borders of the Ottoman Empire, the Italian community had always represented a strong presence in that geography since very long time. Mostly pushed on by trade and commerce, the Italians were active among the first foreigners who established durable relations in the Orient and

during the Middle Age - before the rise of the Turkish Muslim rulers - the presence of Italian communities within the borders of the Byzantine Empire and in other eastern lands was not an exception but the rule. The Genoese, the Venetians, the Pisans and the Florentines as well as the Catholic Church represented by friars, monks, nuns and priests and other authorities, carried on for centuries trades, diplomatic and religious relations with the Byzantines, at least from the beginnings of the 13th century, following the so-called Fourth Crusade [2]. It is not surprising that those tight relations between East and West have been continued as special agreements, or *Capitolazioni,* even later, under the Ottomans who occupied those lands starting from the second half of the 15th century [3].

In the last period of the Ottoman Empire from the second half of the 19th to early 20th century, Beyoğlu as the soul of Galata and Pera, became the center of the new emerging cosmopolitan bourgeoisie. At that time, chronicles left by contemporary travelers describing the daily life of these districts, showing a frenetic and messy modernity, characterizing the streets, boulevards and parks of the urban environment that became year by year more similar to the Western cities. All of them were pointing out the modernity, the richness and the *Belle Epoque* eclecticism reflected in the urban and architectural environment of the area. In fact, Beyoğlu had always been characterized by an ethnically diverse settlement with its multi-cultural and multi confessional population, and back in 1848, according to a census conducted by the municipality it was counted 137.400 inhabitants; 66.700 Muslims and 70.700 Non-Muslims showing that the majority living in the neighborhood were part of this kaleidoscopic world [4].

Several famous travelers, writers and journalists such as Pierre Loti, Edmondo de Amicis, Theophile Guatier, Gerald de Narval and many others left their impressions of this cosmopolitan and modern world within the capital of one of the biggest Islamic Empires in history. Compared from time to time to Paris, London, Naples and other modern cities of the Western world, Beyoğlu was always represented and depicted as a secular city within the Muslim city, with all the hustle and bustle and buzzy traffic, with all the fashion shops, cafes, bars, theaters, hotels and trams that characterized the spread of modernization throughout the European capitals by far (Figure 1).

After decades of turmoil, culminating in the Balkan Wars, World War I and following the Independence War, radical political changes imposed as a secular vision replacing the multi-confessional and Islamic Ottoman State. In 1923 in fact, after the establishment of the Turkish Republic and the consequent transfer of the capital to Ankara - the new administrative center of the new nation - the whole Istanbul and Beyoğlu especially, started losing its formerly vibrant energy. While Beyoğlu's cosmopolitan spark was down falling, there was an increased nationalistic rhetoric and tension at the heart of the country. After the consolidation of the Turkish republic and the death of the charismatic leader Mustafa Kemal Atatürk, enacting some discriminating laws, such as the Wealth Tax, on 12 November 1942, and the incidents of September 6-7, 1955, acted against the non-Muslim population, resulted with the bankruptcy and out-migration of the non-Muslim - mainly *Rum* Greeks - population of the cosmopolitan city [5].

The uprising nationalistic movements of the 1950s forced the cosmopolitan population to flee from Beyoğlu and did paved the way for an influx of peasants and rural in-migration coming mostly from Anatolia. Once an upper-middle class neighborhood of mainly residential housing blocks, turned towards a host for the groups of new city dwellers, the in-migrants. The socio-economic backgrounds of those migrant communities led to the dilapidation of the district, compromising its culturally-rich atmosphere. In less than thirty years, the memories and identity of the area had mostly vanished, substituted by the hybrid and low-standard living conditions of the newcomers. Traditional life styles and daily practices brought in by the new rural - and often alienated - communities, started to occupy the physical, social and cultural character of the main buildings and streets of Beyoğlu [6].

Lately, following the trend of the most recent globalization and opening of the worldwide markets' agendas, in particular after the 90s, capital flows generated by speculative actions carried out by private initiatives or several times directly sponsored by local authorities or by the government itself, have allowed an apparent rebirth of most interesting areas of Galata and Pera. This phenomenon, however, lacking a real vision of heritage protection, has pushed towards a mass tourist use and an indiscriminate heavy restoration of many buildings that do not take into adequate consideration the importance of history, the stratifications of the urban strata and the peculiarity of this environment that defines the lively town of Beyoğlu.

Figure 1. Old postcard of Pera in early 20th Century (source: LO private collection)

2. The Italian Contribution to the Built Environment of Beyoglu

This chapter aim to present the Italian contribution to the architectural culture in Istanbul, through the works of some architects which served to enhance and consolidate an already existing link between the Ottoman Empire and the Italian Peninsula.

In that period of great reforms after 1839, known as the *tanzimat* period, many foreigners invited directly by the Sultans or searching for new business fields to explore, contributed to the urban and architectural development of modern Istanbul, implementing from time to time the fashion and styles in the changing Ottoman-Turkish world. In particular, many of these architects highlighted through their masterpieces the main trends visible in the contemporary Italian or French scene, emphasizing the trends or styles of the moment, from Neoclassicism to Eclecticism, from Historicism to Art Nouveau, from Ottoman Revival to Neo-Gothic Revival, to Decò and Modernism. Historically Galata and Pera were the districts in which mostly of the population was not Muslim and throughout the centuries the establishment of such cosmopolitan milieu became possible thanks to many factors that contributed to the modern urban development and to a consequent architectural transformation process [7].

Finding a fertile ground in the lands of the Ottomans, where solid cultural and commercial relations had always been established with all the European powers and having common consolidated roots, well represented by the Latin community rooted since the period of the Genoese colonies, several entrepreneurs, architects, engineers, sculptors and decorators from Italy and Levantine from Italian origins were commissioned or moved to the court of the last Sultans or in the first period of

Kemalist Turkey, to propose their own projects and innovative visions for Istanbul.

Considering the urgent need of skilled experts to reform and boost many sectors of the Ottoman society - looking in particular at the 'modern' architectural panorama of Beyoğlu, as underlined by Boriani:

To achieve this [modernization], the contribution of Europeans would be indispensable: engineers, architects, physicians, technicians and workers with expertise in these new sectors, as well as craftsmen and artists, were offered great opportunities for employment. They were taken up not only by the community of the European - a great many of them Italian – settled in Galata (the Levantines), but also by a new wave of immigrants, lured by the revival of the economy and the demand for new skills. [8]

Therefore, throughout the entire 19th century many architects, engineers and contractors from different countries were involved in the 'modernization' process of the city's layout, and in the specific case of Galata and Pera, a major role was definitely played by the Italian ones, who were able to interact with the local hybrid Levantine environment and to include in their projects typical features of the Ottoman - Muslim architectural background, entwined with the most contemporary European stylistic tendencies as well as to interact with the physical spaces related to the Armenian, Greek and Jewish communities.

As a matter of fact, considering the building activities related to several public and private architecture with its stylistic features, as well as the urban transformations occurred in Galata and Pera, Girardelli points out that:

[…] In between these two extremes, the Levantine production of minor protagonist like Barborini or Semprini, as well as the highly redefined synthesis of D'Aronco, stood as significant contribution of an Ottoman architectural modernity, not yet inscribed into clear-cut national scheme. [9]

Among all the projects done between the second half of the 19th and the first decades of the 20th century, some of the most relevant Italian architects and engineers who contributed to the formation of such a rich architectural urban landscape has been chosen within this purpose to identify and acknowledge their great contribution to the Ottoman architecture and Beyoğlu's unique milieu. Even today, wandering through the narrow and chaotic streets of Galata and Karaköy or along the main İstiklal Avenue in Pera (as *Grand Rue de Péra* was renamed in the republican times) and its alleys, many of the names of those protagonists are still engraved on the

façades of important banks, palaces, hotels, churches, department stores, inns and apartment buildings that were part of such cosmopolitan environment.

It should also keep into consideration that in several cases of urban transformations, catastrophic disasters like big fires - as it happened in 1831 and in 1870 - were an opportunity to redefine new modern urban plans all over Galata and Pera, but in other circumstances top-down interventions and the formation of new public entities like the new municipality system, decided the rules for the entire city. In the specific case of Beyoğlu those transformations were intensely implemented by the contribution of those architects and engineers [10].

De Amicis' *Constantinopoli* travel memoirs was a huge successful book at the time, published in 1877 and translated in many languages several times. In the detailed descriptions of the modern city of Istanbul it is possible to find some passages – often supported by the illustrations etched by Cesare Biseo - about Galata / Pera and the Levantine world (Figure 2); there are in fact chapters in which the author was able to capture the spirit of the changes of the modern city, instead of describing only the customs and the Oriental world of the Turks. A different attitude toward modernity, as in the descriptions of hats and clothes, which really represented, in a small scale, the large changes in Ottoman society just introduced by the reforms of those years and the contributions made by the Levantine communities in those years:

It was from Galata that our excursion started. Galata is built upon a hill that forms a promontory between the Golden Horn and the Bosphorus, and upon the site of the great cemetery of ancient Byzantium. The streets are almost all narrow and tortuous, bordered by taverns, pastry-cook shops, butchers' and barbers' shops, Greek and Armenian cafes, merchants' offices, workshops, and barracks; the whole dark, damp, muddy and sticky as in the lowest district of London. A dense and busy crowd throngs the streets, constantly opening before carriages, porters, donkeys, and omnibuses. Almost all the trade of Constantinople passes through Galata. Here are the Exchange, the Custom House, the officers of the Austrian Lloyds, those of the French Messageries; churches, convents, hospitals and warehouses. An underground railway unites Galata to Pera. If it were not for the turbans and fezes in the street, it is not at all Oriental in its character. [11]
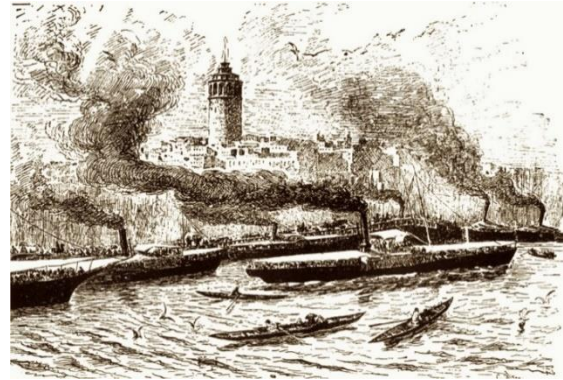
Figure 2. Galata Tower and Bridge, from: E. De Amicis, Costantinopoli, 1877-78. (source: LO private collection)

2.1. The Rise of the Italian Architects in the 19th Century

The names of architects like Giacomo Leoni, Giovanni Battista Barborini (1820-1891), the brothers Giorgio Domenico and Ercole Stampa, Alessandro Breschi, Bernardo Bottarlini and Pietro Montani (1829-1887) are found among the Italians or Italian - Levantines who were appointed to important architectural tasks in the second half of the 19th century just to name only the most famous, in addition to the many contractors and construction companies, such as the one founded by Guglielmo Semprini (1840-1917), who signed also several project as an architect, or those of Antonio Perpignani (1845 -?), Marko G. Langas and Michelini brothers.

Among all these protagonists of the architectural scene of Istanbul, mainly active during the 19th century, some of the most important ones have been chosen to show the quality of their projects in the context of the modernization process of the Ottoman Empire, driven by the reforms of sultans such as Mahmut II, Abdulmejid I, Abdul Aziz and Abdul Hamit II. In particular, we want to highlight their incredible and prolific contribution in the specific urban context of Galata and Pera to encounter the needs of the new rising cosmopolitan bourgeoisie and the Ottoman Turkish elite as well.

The Italian-Swiss architect Gaspare Fossati (1809-1883), together with his younger brother Giuseppe (1822–1891), were among the first of those directly invited from abroad to work in the Ottoman Empire just before the 1839's *tanzimat* reforms. Among their main works in Galata and Pera districts, there are some projects in Neoclassical style for the international diplomacy such as the Embassy of Russia (1838-45), that of Holland (1854) and the

restoration for the Palazzo Venezia, at that time occupied by the Austrian legation (1853), and after World War I used as the residence of the Ambassador of Italy in Turkey.

Between 1841 and 1843 the Fossati Brothers rebuilt in a Neoclassical style also the Dominican Church of San Pietro in Galata, burnt down in a previous fire and all around Beyoğlu and they also designed some cultural spaces for the local cosmopolitan communities like theaters, the most important of which, the Naum Theater, was built near Galatasaray area in 1846 and was active up until 1870, when a fire completely destroyed it [12].

Another example of the Western architectural influences is well represented by the building for the Municipality of the 6th District in Beyoğlu (*VI. Daire-i Belediye*). Established in 1858, the building is a strong expression of one of these new institutional building type modeled on Neoclassical style that notably contributed to the modernization process of the entire district. It was used to locate all the administrative functions and was built by the Italian architect Giovanni Battista Barborini between 1879 and 1883 in the core of Beyoğlu, nearby the so called Tünel station, the new underground cable railway linking Galata to the heights of Pera. Unfortunately, a recent renovation of the building and its surroundings - which did not take into account the original layout and layout of Barborini's project - has drastically changed the entire complex, in which the new parts added to the building clash with the context.

Italian born Levantine architect Alessandro Vallauri (1850-1921) - who became a French citizen and made his fortune using the 'Francization' version of his name as Alexandre Vallaury - was an extremely prolific architect who became so important in the ottoman society to been chosen by the authorities as 'City Architect' (*Mimar-ı Şehir*). Beside his professional career, he was appointed as a professor at the Academy of Fine Arts (*Sanayi-i Nefise Mektebi*) in the cosmopolitan Istanbul, regularly chosen by the Ottoman high officials and French business circles elites.

Vallauri was responsible for several public and administrative buildings such as banks, schools and other important Ottoman and foreign institutions. Among his numerous works in Beyoğlu we can briefly remember: the Décugis House in Şişhane, today transormed into Galata Antique Hotel (1881); the Cercle d'Orient in Pera for the cosmopolitan Istanbulian bourgeoise (1884), partially restored and partially demolished to let another shopping mall to be built in the core of Beyoğlu; the Pera Palas in Tepebaşı, built as an 'exotic' welcome facility for

the Orient Express's travelers and dated 1892; the monumental and eclectic Imperial Ottoman Bank in Galata-Karaköy dated 1890-92 (Figure 3) and some commercial buildings such as the Hezaran Han and the Ömer Abed Han, both of them built in Karaköy in 1902 [11].

Figure 3. The Ottoman Bank, today partially used as SALT Galata Cultural Center and as headquarters of the Central Bank, (source: LO private collection)

2.2. Entering the New Century and the New Architectural Fashion

The 20th century new architects and protagonists flanked the old ones bringing new styles and innovative technological solutions to the built environment of Beyoğlu. The contribution of this new generation of architects showed even more the will of the Ottoman society to leave behind the past and to move towards a modernity aligned with the ultimate European fashion and architectural languages.

Giulio Mongeri (1873-1953), a professor at the Academy of Fine Arts in Istanbul, was an Italian-Levantine architect who notably contributed to the formation and professional training of young Turkish architects in the first decades of the 20th century. Born in Istanbul but trained at the Accademia di Brera in Milan, under the supervision of Camillo Boito, he soon became one of the leading figures of the architectural scene in Turkey, very active in Istanbul and Ankara. At the beginning of his career he designed several works in historicistic and eclectic styles, adding elements from the local traditions. Considering exclusively his projects in Beyoğlu, it can be mentioned the Church of St. Anthony built in the busy İstiklal Avenue (1907-12) or the Neo-Byzantine Karaköy Palas in Galata-Karaköy area (1920).

The Church of St. Anthony was built using the Neo-Gothic language to tie together the Italian community around common values well represented by the Catholic Church and to give them a major sense of identity as Italians living in a Muslim ruled country. Even though the Latin community of Istanbul decreased exponentially in the republican time, nevertheless the Church is still an important gathering space of the Christian people resident in Beyoğlu and among the visitors many Turkish and other Muslim tourists can be seen there.

Like many other buildings by Giulio Mongeri, the church carries the signature of his partner Edoardo De Nari (1874-1954), another productive architect who arrived in Istanbul at the very end of the 19th century and soon became a leading figure in the Italian community, not only as an architect and decorator, but also as a politician and entrepreneur [13].

Art Nouveau - which was the new fashion in vogue in all European cities - becomes part of the architectural language of cosmopolitan Istanbul as an expression of the local bourgeoisie and thanks to the work of the Friulian architect Raimondo Tommaso D'Aronco, who lived in Ottoman lands from 1893 to 1909, a new and successful architectural season was soon inaugurated. Raimondo D'Aronco was invited to the Ottoman capital in 1893 together with his colleague Annibale Rigotti (1870-1968) for the design of the International Istanbul Exhibition which did not take place due to the great Istanbul earthquake of 1894. Finding a fertile ground for his new architectural vision, the Italian architect designed many beautiful structures in Istanbul, ushering this new style so fashionable in Paris, Milan, Brussels and Vienna [14].

D'Aronco - whose Art Nouveau training in North East Italy was mainly inspired by the Viennese Secession and its scholars such as Otto Wagner or Joseph Maria Olbrich, managed to blend together these architectural and decorative elements with some local influences taken from the Ottoman-Turkish architectural tradition, leaving Galata and Pera with several masterpieces such as the atelier-residence of the court tailor Jean Botter. The building dated from 1900 is an excellent example of Art Nouveau, and today it is still an imponent example of this style displayed on İstiklal Avenue, even though it is neglected and abandoned and waiting to be (probably) transformed into a Design and Fashion center (Figure 4).

Figure 4. Casa Botter, (source: LO private collection)

In the same district, other buildings designed by D'Aronco are: a small fountain in a crossroad in Galata near to the Italian Synagogue, which ornaments are clearly referred to the Viennese secession masters mixed with some Ottoman *mirhab* mosque's element,s and the Kara Mustafa Pasha Mosque in Karaköy, an unique example of an Art Nouveau mosque, unnecessarily demolished in the late 1950s to enlarge the square that left only an horrible and never solved urban void [14].

2.3. From and Empire towards a New Republic

In the 20s of the 20th century the formation of the new Republic of Turkey leaded by Atatürk and the consequent relocation of the capital from Istanbul to Ankara drastically changed the national and international relevance of the former Ottoman capital at different levels. From architectural point of view, many architects move to the new capital and the cosmopolitan Istanbul started to lose its appeal and international allure, since all the afford from the state was concentrate in the creation of a modern and functional capital city, far from the 'extravagant' taste of the late Ottoman society.

Populations' exchanges, decrease of the minorities in several areas of the city, increasing growth of newcomers from inner Anatolia and rural areas, slowly started an inevitable process of complete transformations of the entire Beyoğlu district. Furthermore, the gradual disintegration of a local minority tradition uprooted by immense social traumas showed cultural and historical interruptions in society which today are still not completely solved in a proper manner.

In this sense, an architect who represented very well the changing of paradigm in the Ottoman society towards a new, modern and secular state was

Edoardo De Nari. In a way the works of this architect well represent the shift between the late Imperial period characterized by a cosmopolitan attitude and a new architectural language concerning the seek for a national style to represent the new values of the secular Republic.

The early years of Edoardo De Nari's training as architect are closely linked to the professional activity of his Levantine partner Giulio Mongeri - with whom he signed several projects - and to his friendship with Raimondo D'Aronco and other Italian artists and intellectuals extremely active in Istanbul at the beginnings of the 20th century. De Nari didn't have any professional degree since he left the Fine Art Academy of Venice before getting any diplomas, but he managed – once in Turkey – to work as decorator, architect and eventually engineer due to his impressive skills and strong personality.

Two of the most important works done by Edoardo De Nari in Beyoğlu are located between Tepebaşı and Istiklal Avenue: the renovation and enlargement for the Italian Workers Mutual Aid Society in Constantinople (*Società Operaia Italiana di Mutuo Soccorso in Costantinopoli* - SOIMSC), which took place between 1908 and 1910 with the help of Giulio Mongeri and the transformation and widening in 1931-32 of Casa d'Italia.

As institution, SOIMSC was established in 1863 just two years after the unification of Italy, as a sign of the growth of the Italian local community and their connection to the newly Kingdom. The initial project for the building was designed by Bernardo Bottarlini under the supervision of Alessandro Vallauri in 1880s, but few decades later De Nari and Mongeri made substantial changes such as building floors elevation and interior renovations to include new functions such as the ballroom and large windows all over the public spaces.

Italian architects Alessandro Breschi and Bernardo Bottarlini originally designed the building of Casa d'Italia in 1872 in a Neoclassical style as the Embassy of the Kingdom of Italy; it was not used so often, especially after 1919, when the Embassy moved in Palazzo Venezia; later, during the Fascism, the building became a meeting point for the Italians, because of the propaganda that the regime intended to make in those years, even abroad. De Nari interventions modified the main entrance, the lobbies and added a big theatre following the new architectural trends of the 30s, using Art Decò style visible in many details. The building is still in use today as headquarter of the Istituto Italiano di Cultura and it is mainly used for concerts, movies, presentations and seminars, book lunches, and other cultural events [15].

Many things that can be said about the importance of such buildings for the daily life and activities of the Italian community during the late 19th and the early decades of the 20th century as De Gasperis and Ferrazza explored in an important collective publication in 2006 which bring back the role of such institution for the entire Beyoğlu [16].

During the '30s, some architectural elements linked to historicism and revivalism are instead still visible in the restoration and renovation of another important Catholic religious building: Santa Maria Draperis Church, located on Istiklal Avenue in Beyoğlu. In this case De Nari worked in an existing building that was designed in 1904 by the Levantine Guglielmo Semprini. For the church and convent of Santa Maria Draperis, De Nari dealt with interior renovations, the elevation and enlargement of specific parts of the religious complex and he also simplifies the ornamental apparatus and continues the work of his colleague, creating a more eclectic style, very close to Art Decò melting with the simplifications brought by the use of new materials such as reinforce concrete [17] (Figure 5).

Figure 5. Santa Maria Draperis church, (source: LO private collection)

Conclusion

Between the second half of the 19th until the first decades of the 20th century, the system Galata-Pera or Beyoğlu became a paradigm for an important center of multi-cultural and social interactions where most of the population – mainly composed by non-Muslim - was living like in any other European capital city, until the fall of the Ottoman Empire. Nevertheless, present-day Galata and Pera

architectural layout and cityscape are basically shaped following the result of 19th and 20th century transformations and despite all the inevitable and rapid changes that occurred in the last 150 years due to natural causes like fires and earthquakes and human interventions, like demolitions, abandonments or wrong reconstructions, a sort of *genius loci* is still perceivable.

Considering all the upheavals over the centuries that have altered its appearance, making both Galata and Pera almost unrecognizable in today's urban layout and chaos, the district of Beyoğlu still shows - through some of its architectural remains - the multi-layered and cosmopolitan character of the old town emphasized by monumental buildings and historic landmarks. What is completely lost is the acknowledge of the incredible amount of work done by all these architects, engineers, decorators who worked constantly and hard to make the life of their cosmopolitan community more comfortable and links to the functional needs of a modern society.

However, the tangible even though often neglected architectural heritage of Beyoğlu presents a world that still need to be completely analyze, in order to give back, through the physical memory of its buildings, the important role played by those Italians who contributed with their constant architectural works all over a century to build their own identity and culture, in an area of the city that is still able to fascinate the visitors and the contemporary travelers.

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Graffiti and Art

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Abstract

The fascination with graffiti can be seen around the world from its inception (Graffiti in its own world, 2011). But when it came to the modern world of the 1980s there were attempts to institutionalize the urban phenomenon of graffiti. At the same time, institutions have always had an ambivalent attitude towards the critical, rebellious, and unusual art form from the beginning. Nowadays this ambivalence is changing into a positive trend to showcase graffiti not just as a subculture, but as art. Artistic critical thought turns to more intense and with greater expertise in the future of graffiti, street and urban art, by finding their way into museums (Graffiti in its own world, 2011). The transformation of this unique art form from vandalism into institutional space creates an interesting tension that has sparked personal and academic interest (Gabbert, 2007). The subject of this paper is the connection of art with graffiti as art of special value. The urban area is a natural habitat for traditional graffiti, while the museum and institutional framework offers a venue for the implementation of graffiti as an object of art and commercial sales. The distinction between" street "as a home context of graffiti and "art" as its artificial context illustrates art's historical interest in the subject of research. The aim of this work is to demonstrate the adaptability and elasticity of graffiti as an art. By pointing out the similarities between graffiti and recognized artistic genres, this scalability thesis should support and finally contribute to the academic legitimacy of this type of art. But the main question now arises: how much will the appropriation and recognition of graffiti as art violate the autochthonous nature of graffiti and graffiti artists? A difficulty distinguishing between graffiti and street art is their similarity and, in some cases, their interaction.

Keywords: *fascination, graffiti, urban phenomenon, vandalism, academic legitimacy.*

1. Graffiti Code: Rules and Hierarchies

The boundaries between street art, graffiti art and graffiti art are not clearly defined. Since this work compares graffiti art and graph-based works of art, a brief and preliminary distinction needs to be made between graffiti and street art in relation to the main goals of this work. Before sè, significant contributions that are particularly devoted to this narrowed area should be highlighted. The difficulty in distinguishing between graffiti and street art is their similarity and, in some cases, their interaction as exemplified in picture No1.

Figure 1. Example of graffiti and street property

The main differences between graffiti and street art lie in their form, function and intent. On a formal level, graffiti means a free expression sprayed with spray paint or markers on the streets, rail and in the wider urban space. Graffiti is therefore based on words, letters, writing as well as its stylization and typography. In other words, graffiti is associated with fonts.

Street art, on the other hand, serves a much freer and wider description, as Gabbert says, street art relies on characters, signs and symbols, whose visual language and images are illustrative, flexible, accessible and recognizable. Street artists use a much wider range of materials and techniques, such as spray paint, stencils, posters, installations and more. Street art is another form of art expressed on walls and buildings outside in urban areas. There are different rules and different materials are used. Street art is a legal form of artistic expression. Street artists are required to use their talent to create a mural or painted effect on a wall outside. Some cities

encouraged street art and created open-air galleries. The industrial building can be raised to the level of an urban building with street art designs and colorful murals. Street artists paint in broad daylight and sign their works recognizing their artistic creations. Street art is therefore referred to as urban art or public art to attempt to distinguish it from graffiti art as in Figure No. 2.

The semiotics, rules and hierarchies of traditional graffiti as well as the fundamental aesthetic "codes" play an important role when the works are analyzed as open-space graffiti.

Hence, the decoding of contemporary graffiti art is based on verbal, visual, and aesthetic principles and traditions that originally emerged in the streets of New York in the 1970s and 1980s. The unique system of signs and symbols, regulations and hierarchies developed by graffiti simply changes the relationship between graffiti and art.

Street art and art: graffiti continues to slowly gain space on the walls of famous galleries and museum spaces, yet still occupy the last place of the traditional, mainstream accepted art forms. Street art and graffiti styles are increasingly used in media, from advertising to product placement, in an effort to appeal to young consumers around the world. The importance and prevalence of street art can be seen in our everyday visual culture, from the largest cities around the world to smaller rural areas on a smaller scale. Today, sè seems more difficult to distinguish between street art and graffiti art, since the two are so closely related and often overlap in the topic, the media, the aesthetic appearance and setting as a public art form. The difference between street art and graffiti art is vital, as the two contain a variety of differences that are not understood by art lovers.

Manco (2002), suggests that, "graffiti art as an idea has always existed alongside other artistic endeavors, the difference is that it is a way of self-expression by means of methods considered vandalism, or outside the conventional art world, rather than classical art".

While many artists of graffiti have experienced the practice of experimenting in forms of vandalism, some have viewed their work as not merely disfiguring public or private property, but rather see it as voice-bearing to the disenfranchised. However, it is imperative to develop a more informed understanding of street art as opposed to graffiti art as the two share many characteristics but are distinctively different.

2. Institutional Change in Defining the Relationship between Graffiti and Art-graffiti within Art

Until now, graffiti had only been recognized as a subcultural practice with its own identity and social context that differed from the defined level of art. In the 1970s and 1980s, the first attempt was made to condemn and mine graffiti as art. But that doesn't mean that the entire art world shares their milling. Graffiti was considered a new trend in the art world from 1980-1983. Suter (1994), describes the transition of graphite into the institutionalized art world as a recognition of anonymous artists with a rebellious soul. Reinecke (2007), describes three attempts to establish graffiti in the art world.

The first began in 1972, the second in 1980, and the third attempt has lasted since 2000 to the present day. In the third attempt, the term "street art" emerged and established itself as part of urban art. The transition to the institutionalized artistic context imposed the problem of street credibility. The basic concept of street credibility is generally considered to be graffiti authenticity. Thus, exhibition in galleries was considered a very exhibitionist endeavor in the early nineties.

Figure 2. Graffiti as art at the New Jersey Museum

The institutionalization of graphite generates a reevaluation of the former subcultural movement. Through institutional change, graffiti is not only recognized as an artistic expression, but also recognized as an independent art genre. This change actually marks a turning point in the relationship between graffiti as art. Upon entering the system of an art institution, graffiti initially had to be recognized as "art" and subsequently given the designation "art" so that it could be considered an independent art genre. Although graffiti belong on the street and on the open space, after being recognized as an art genre, this property now enters museums, exhibition spaces and is thus commercialized in a completely different way. Exhibitions in museums, the sale of graffiti in

galleries and their resale in auction houses led to repositioning, but also to re-evaluation and legitimization of the art movement among graffiti artists and artists involved in this type of art.

3. Graffiti within Art-loss of Primary Purpose and Autochthonicity

Graffiti has been a part of society longer than street art. Graffiti and street art have their place in the domain of urban art. Street art has greater appeal to viewers because the artist sends a message, through a mural or painting, that can be appreciated in its context. Graffiti has a cryptic message that addresses a particular rebellious purpose. Graffiti therefore plays a complex role in society and everyday life.

Graffiti as a barometer of social change Graffiti is related to the political and social situation of society and serves as a specific parameter of social change. One of the fundamental characteristics of graffiti is that they are always direct products at a point in time in a given space. Therefore, it is not uncommon for them to be a spontaneous reaction to political and social realities. This means that graffiti is a reaction to social conditions and social turmoil.

All images, inscriptions and symbolic reactions can show the storm in society, that is, they are the first signs with a collective message about the events.

Graffiti as a product of youth culture The social and cultural significance of graffiti can be seen in the fact that they represent the products and values of youth culture, a function contrary to the traditional channels of communication and encouraging affirmation of the young population and recognition in such a way. interaction and communication as a valuable form of human expression.

The importance of graffiti arises from the interaction between group members - they create the symbols, values, and messages accepted by members of a particular subcultural style. Graffiti has become the art of the young world, but the recipients of their messages are not only young people, but all who can recognize and understand ideas translated in a vivid, textual or symbolic way. Furthermore, the exhibition of graffiti as art in an institutional framework means losing its indigenous significance or even censorship. Therefore Lewisohn (2011), describes artistic institutions in terms of graffiti and street art as "bodies for censorship". Artistic institutions function as bodies that determine the artistic sense of graffiti, since original rebellious and dynamic graffiti are depicted outside the urban space.

Although the change from the meta of graffiti to institutions entails significant challenges, which should not be seen only negatively. Through the increased attention and exhibition of graffiti and street art in the art galleries, art graffiti or graffiti as art are finally gaining the long-awaited legitimacy, acceptance and appreciation from the general public as well as from the established social institutions. However, this upsurge and uptake erases these negative stigmatized graffiti, new target groups increasing the number of museum visitors, and urban art exposure offers a new marketing strategy to gain new audiences in art institutions beyond the notion that graffiti is vandalizing the space.

4. Graffiti as a Work of Art

Graffiti containing elements that might be visually identified with works of art is far from street art graffiti. Their versatility, constructive content and visual quality lie at the boundary between vivid drawings on a wall or a public surface. The complexity of shapes, colors, and structure is changing the concept of street art. This style simply sends the message that "graffiti is art, not vandalism".

Thus, the vulgarization of authors of such works of art is completely unnecessary and they are genuine members of artistic circles, and there is no expert who can reduce their autocracy and competence. Messages sent in this style do not match any infringement of a legal offense, yet society is in a position to qualify them as such. One must distinguish between these graffiti and graffiti with a general overview of reality. These works should be visualized, photographed and exhibited in galleries, museums, even though they are applied in public places.

The preference for street art over graffiti art is understandable. Street art is a continuation of graffiti, that definition is more acceptable". A more significant image of street art is what gives a preference to businesses and community organizations. The theme of street art can be shaped, while graffiti art no matter how artistic – it is inherently counter to being directed by someone other than the artists themselves. Of course, public art is geared towards the good of the community, but it's also focused on commercial and corporate interests," says Abby ronner Gallery director from City lore, a non-profit organization in New York for the preservation of urban traditions and art> "here you get the forces of gentrification". Indeed, street art is not only used to decorate city streets, it can itself be seen as an artistic expression of the graffiti

artists. For many artists, this is a legitimate way to showcase their art, as well as an opportunity to get recognition and pay for their work. For others, it comes as a victim of the roots of graffiti on street art and in the struggle with artists who see graffiti not as an art form, but a way of life.

All of this above provides an answer to the latest research question or hypothesis: should graffiti be further off the streets just to be accepted as art? Graffiti is street art with purpose and message. The art of the 21st century dynamically adapts the new tools and ways of artistic expression. Street art, media facades and video editing, by the 2020s had become New recognizable techniques for shaping the image of the urban environment of the digital age.. The figures of fairy tales heroes and the faces of ordinary people in unexpected conditions and dimensions become characters of a new visual matrix of the urban space. Graphic design techniques, advertising and video installations are beginning to play a more important role in shaping the image of a place than traditional architectural elements of buildings. Early graffiti and the first examples of other street art techniques had a minimal scale, but as street art grew in popularity, physical parameters graffiti steadily increased. The murals of the last decade can occupy hundreds or even thousands of square meters of construction surfaces and seriously affect the image of the surrounding on a city scale solely as a work of art.

Conclusion

Graffiti art is neither" simple graffiti "nor" simple art", but a new type of visual cultural production that transcends both categories. The creative expressions of this art form have been developing since the 1980s so that they are no longer considered simple "graffiti" in the urban space, while at the same time sè are not yet fully accepted in the institutional framework. Graffiti is a phenomenon not only of the present, but also of the past and the future. The urban space can no longer be imagined without this form and expression of street art. The evaluation of graffiti in public is very different and contradictory and varies primarily according to the specific context in which they appear. This, in most cases, refers to illegal painting, writing, or coloring, as graffiti are essentially illegal. In addition, graffiti has long been considered a means of expressing marginal social groups. On the other hand, there is a trend with a new look at graffiti, which is more about a new art form legitimately displayed in galleries. This is a specific context of the phenomenon, as graffiti as street art suddenly enters the institutional

set-up of art institutions. Regarding the institutionalization of some of the graphic subculture in institutions such as the gallery and museum, one can speak of particular art graffiti. The institutionalization and commercialization of graffiti with specific importance of subcultural production becomes a topic and thesis for which society and graffiti authors debate and slowly but surely becomes an element of changes in the legal norms for this a kind of art. Graffiti has always been on the edge of the institution and it seems difficult to integrate into the institutionalized framework. The institutionalization and exhibition of graffiti as a recognized art brought profound change. Meaning and contextual change has produced several effects such as neutralization, commercialization, and censorship in the expression of graffiti as art. The hypotheses expressed in the paper referred to several key points regarding graffiti and art or their place in art. The paper notes that graffiti has been placed in an enclosed space for years, such as the walls of museums or galleries, which shows that it is progressing in the part of the institutionalization of this type of art. Thus, it is clear that graffiti as an art is increasingly losing its connotation that passes on graffiti as street art or as art of rebellion.

The art of graffiti is neither "simple graffiti" nor "simple art", but a new type of visual cultural production that transcends both categories. The institutionalization and exhibition of this type of art indoors brought profound changes. Meaning and contextual change has produced several effects such as neutralization, aestheticism, and censorship. Formal aesthetic change based on works of art was demonstrated with several detailed analyses. Additional effects such as processes of reduction and abstraction, as well as aestheticism and autonomy of works of art were observed. Exactly these conclusions are a kind of confirmation of the research questions posed in the paper and we get the conclusion that the attempt to identify graffiti with art by identifying several aspects of appropriation of street art by the society in completely different goals is possible, but it has a price as the loss of the authenticity of the space where graffiti is seen and where those messages need to be read. In general, there are many initiatives in the world today, supported by individual museums with enthusiasts promoting this art as contemporary art, even legally regulating the spaces for graffiti, which in a way narrows the freedom of street artists and garfiths as art. The institutionalization of graphite generates a reevaluation of the former subcultural movement. Through institutional change, graffiti is not only recognized as an artistic expression, but also recognized as an independent art genre. This change

actually marks a turning point in the relationship between graffiti as art.

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The View's on Home Automation System in Malaysia

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Abstract

The Internet of Things' (IoT) ability to electronically measure, track, and monitor objects in the real world has sparked a wave of innovation and interest across a wide range of businesses. It's likely to cause a flurry of disruptive changes across a wide range of industries, with a plethora of potential services and applications. One of the most iconic developing technologies in the IoT era is smart home service, which has transformed household equipment into being more intelligent, remote controlled, and interconnected. This paper is a subset of the author's current research on the use of IoT applications in home construction in Malaysia. The data and information presented in this research were acquired from reviews of relevant publications in Malaysia pertaining to IoT and smart homes. The primary concerns and obstacles in IoT and smart homes in Malaysia are addressed in this article. According to the findings, three major obstacles highlighted in the literature are perception of usefulness, consumer data confidentiality and privacy, and the lack of enterprise IoT applications in the country. In terms of IoT and smart home technology advancements in the near future, experts recommend addressing present challenges such as home online education and working from home (WFH), particularly in view of the current epidemic Covid-19.

1. Introduction

Currently, the Internet is one of the technologies that is rapidly growing and shifting. It has become popular all over the world. IoT is a collection of devices, sensors, networks, cloud storage, and applications. Each device can communicate with another device via the Internet in order to share information and accomplish certain tasks. IoT has been identified as one of the new upcoming technologies and has acquired responsiveness from many fields worldwide. Malaysia is one of the countries in the development stage of IoT growth, comparable to other countries with evolving IoT application growth. Nevertheless, due to some issues and challenges in implementing IoT devices, it was not easy to grow IoT devices [1]. Gartner predicted that over 26 billion devices would be linked by 2020, with the Internet Society predicting that number would rise to 100 billion by 2025. The advancement of the Internet and innovations in ICT have led to the gradual adoption of IoT in many areas, easing borderless connectivity in many fields. Much has been written about the challenges and impact of using IoT for smart living in the context of Smart City development [7]. As with any new development, there is the possibility of increased opportunities as well as risks for consumers. Of course, these digital issues are not limited to developed economies. Although penetration levels vary, developing countries account for 2 billion of the world's 3.2 billion online users. It will be critical to ensure that the foundations of a connected system are designed to benefit citizens and consumers in all locations [13].

Malaysia is one of the few Southeast Asian countries with the necessary infrastructure for IoT adoption. In 2015, the Malaysian government even published a strategic roadmap for national IoT adoption. Nonetheless, there are several roadblocks in the way of IoT taking off in a big way in Malaysia. Malaysia's National IOT Stratergic Roadmap is depicted in Figure 2 [8]. By 2025, the Malaysian smart home market is expected to exceed US$ 235 million. Smart homes are residences outfitted with information and computing technology devices that anticipate and respond to the owner's needs in an effective and efficient manner. In Malaysia, there is a growing demand for safe and secure living environments, particularly for safety functionalities and discrete monitoring for elderly people. According to worldmeters, 77.3% of Malaysia's population lived in cities in 2018. By 2030, urban areas are expected to house approximately 83.4% of the population. This opens up a huge opportunity for players in the smart home market [12]. Figure 1 depicts the revenue of the Malaysian smart home automation market from 2015 to 2021 (in million

US dollars) [4]. The statistic depicts a revenue forecast for Malaysia's smart home automation market from 2015 to 2021. The smart home automation market in Malaysia is expected to generate 51.26 million US dollars in revenue by 2020.
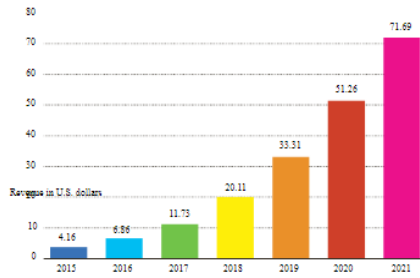
Figure 1. Smart Home Automation Market Revenue (2015-2021)
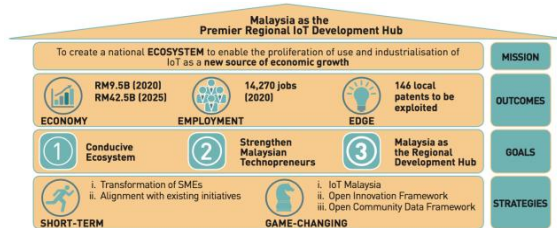
Figure 2. Smart Home Automation Market Revenue (2015-2021)

2. IOT and Smart Home Technology

If the Internet is about data generated by people, the Internet of Things is about data generated by things [9]. The IoT is bringing smart devices into your home before you even move in. Modern homes outfitted with smart metres, smart appliances, smart power stores, and sensing devices alter the evolution of energy-aware smart homes (Figure 3) [16]. Although the smart home has long been a pipe dream for both utilities and consumers, such applications are still rare [17]. Figure 4 shows a smart grid system architecture application for a residential building. While interior design and technology are rarely discussed, the introduction of smart home gadgets is encouraging more designers to incorporate a digital focus on design features. As the market for home interiors expands rapidly, the industry is increasing its investments to improve innovative products by incorporating IoT, using terms like "ITerior" and "IoT-terior" in their layout. According to Gartner research, over 24 billion digital devices will be connected via IoT by 2020. While the idea of connecting household appliances

such as TVs, stoves, and refrigerators to the internet isn't new, the possibility of enhancing the home beautification industry with smart technology is propelling IoT growth [14]. With a global shift toward technology in every aspect, the client was intrigued by the willingness of consumers and other stakeholders, particularly in B2B, to adopt IoT in the home with smart home proposals. YCP Solidiance was tasked with identifying opportunities in the residential and retail sectors, as well as specific consumer benefits and attitudes toward IoT / Smart Home products and services (YCO Solidiance). Smart homes technology has been promoted as a critical means for households to optimise their use of energy-consuming appliances [15]. Smart Appliances captured the largest share of the Malaysia smart home market, followed by Home Entertainment, while the Energy Management application segment captured the smallest share of the Smart Home market. The average revenue per Smart Home in the Comfort and Lighting segment currently amounts to US$ 44 [12]. In 2018, the Control and Connectivity segment captured the largest share of Malaysia Smart Home active households, followed by Home Entertainment and Comfort and Lighting. In Malaysia, household penetration for Security applications is expected to reach 7.2% by 2025, while Energy Management applications accounted for the smallest share of Smart Home active households in 2018. This report, titled Malaysia Smart Home Market, Number, Household Penetration, and Key Company Analysis - Forecast to 2025, provides an in-depth analysis of the rapidly evolving, high-growth Malaysia Smart Home Industry (Wood, 2019). Aside from that, smart home applications are classified into six types: control and connectivity (home automation), comfort and lighting (home automation), home entertainment, smart appliances, energy management, and security application. [12]. Because of its usefulness and market among Malaysians to create a flexible work-life balance through smart home living, there are currently many demands and growth of IoT in Malaysia. However, Malaysians were unaware of the Internet of Things. Malaysia needs to look for enterprise IoT applications because the government is currently supporting the agenda of IoT, big data, and artificial intelligence [21]. Furthermore, green homes are associated with healthy housing. A broader definition of healthy housing can include considerations for housing affordability [23]. Good building maintenance management is essential for a healthy home. Building maintenance management and its costs are covered, and this can have an impact on health-related issues in the home. One example

of a maintenance management issue is the lack of a comprehensive system to control and measure the maintenance management performance of all facilities. Maintenance management is responsible for converting inputs such as people, capital, energy, materials, and technology into outputs such as goods and services. Maintenance procedures enable the use of common key performance indicators, which typically represent the operational perspective of maintenance [22].
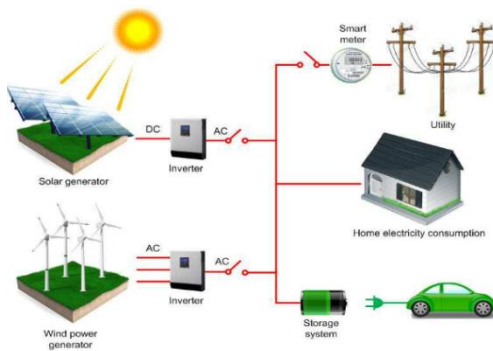
Figure 3. Smart home
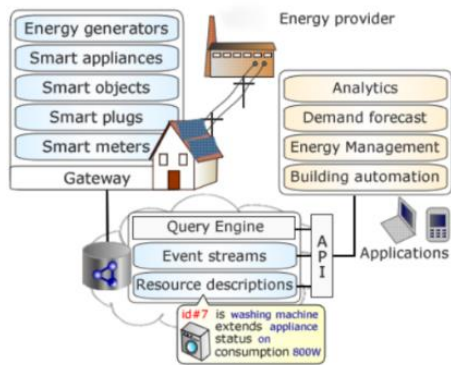
Figure 4. Architecture to provide data interoperability in the smart grid: data produced in households is semantically annotated and fed to the cloud. A query engine provides a uniform interface to data that can be exploited by applications

Telekom Malaysia (TM), Malaysia's largest internet provider, has endorsed their smart home solutions, which include security and safety, user configurable, monitor and control from anywhere, affordability (flexible plan), ease of use, and an open platform. Smart home solutions and home automation services are shown in Figure 5. Figure 6 illustrates the steps for TM's smart home app [10].

Figure 5. Smart Home Solutions Provided by TM
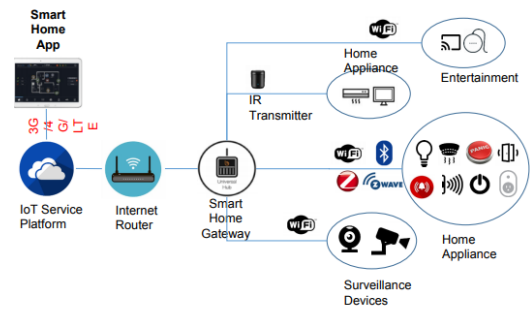
Figure 6. Smart Home Apps: How it works? By TM

2.1. IOT Issues and Challenges for Smart Home Building

The Malaysia smart home market is being driven by factors such as the rapidly expanding IoT market, cost-cutting measures enabled by home automation systems, manufacturers expanding their product portfolios, and the growing importance of remote home monitoring. However, there were issues and challenges in implementing IoT for home construction in Malaysia. The following points address issues related to IoT adoption for smart homes:

- **Issues in Security, Privacy and Protection of Consumer Data**

  The main challenges of IoT implementation are security and privacy concerns. Despite extensive discussion of the challenges, it was discovered that there is a lack of information on how to overcome them [7]. Smart home technology has the potential to compromise security and invade privacy. Access to a smartphone or personal computer at home compromises personal privacy. Although it has been reported that industry has established

many security technologies and practises to protect individual privacy, it will ultimately be up to lawmakers to decide whether security agencies are allowed to enter citizens' homes. Security services are also expected to result in the accumulation of a large number of sensitive personal data for day-to-day activities. Similarly, a hacker attack in a smart home could result in a significant loss of security and safety for the homeowner. Data loss and data hacking, counterfeiting, denial of service, eavesdropping, buffer overloading, malicious amendments, password-based attacks, and other threats may be caused by hackers. At the moment, smart homes' ability to correctly predict human behaviour is limited. To be more specific, a smart home with flawless technical mechanisms may still provide unreliable service because the system is not intelligent enough to correctly understand or anticipate the needs of its consumer. Although smart homes have many benefits that make people's lives easier, these smart properties are expensive, which can make consumer demand difficult. Because of the newness of the technology, the cost of the smart home is high [11]. Furthermore, the improvement of common standards and protocols, the migration of data storage to the cloud, and, last but not least, an armada of security issues, including the possibility of data breaches, backdoors into home systems, and vehicles being hacked by hostile intruders, must be addressed [3].

As the lines between digital and physical items blur, the 'disclosure and consent' model that governs digital products may now extend to other products. These usually uniform terms and conditions give consumers no room for cooperation and give providers complete control over how products and services are used. Other areas where multiple connected devices and services may cause serious concern, according to Consumers International, include the development of hybrid products, the erosion of ownership norms, remote contract enforcement, a lack of transparency, complex liability, lock-in to products and systems, being locked out of alternatives, and data, privacy, and security. It is stated that consumer protection as it is currently perceived and implemented will be adequate to protect consumer rights in an environment where appliances and devices in our homes, vehicles, and on our persons become smarter and more connected - to each other, to the Internet, and to third parties. While data privacy and security

have received a lot of attention, broader questions about what it means to be a consumer of highly networked products and services also require urgent attention. A critical issue is the risk that intellectual property arguments and digital rights management will extend to software-containing products and services, potentially superseding consumer protection law. Earlier Consumers International research discovered that consumer law has the potential to address intellectual property abuses as they affect consumer use of technology. Any comprehensive enactment or redesign of consumer law should include more flexible methodologies to protect citizens' rights. This report examines the current and future applications of smart and Internet of Things technologies, as well as the implications for consumers and the extent to which consumer protection law can address and remedy potential issues [13]. Furthermore, as the demand for smart home devices grows, so does the risk of security and privacy breaches. Concerns about privacy and security breaches are stifling the growth of the smart home market [12].

According to a recent Acquity Group study, "consumer acceptance of network-connected technology is growing, with 69 percent of consumers planning to purchase an in-home device within the next five years." By the end of next year, roughly 13% of consumers will own an in-home IoT device like a thermostat or in-home security camera. Currently, only about 4% of those polled own such a device." [9]. But that's only the beginning. Wearables are rapidly expanding. According to Juniper Research, "retail revenue from smart wearable devices, such as smart watches and glasses, will reach $19 billion by 2018, up from $1.4 billion this year." From Fitbit to BodyGuardian to the Ralph Lauren biometric T-shirt, technology is becoming less of an afterthought and more of a physical extension of ourselves. And, of course, the soon-to-be-released Apple Watch is expected to fuel this trend [9]. Mimo, a baby monitor that is actually a onesie with sensors, is connecting even babies. It sends a stream of data to parents' phones while monitoring respiration, temperature, and sleep status. There is also significant research and IoT product development underway to help end the tragedies of children dying in hot cars [9]. According to studies, IoT is becoming more prevalent, which opens the door to cyber-attacks and fraud. The massive amount of data that will flow between connected vehicles,

connected homes, and insurance companies is vulnerable to interception. New application and claim frauds are also likely as a result of the new IoT products. Insurance companies will need to invest more in data security and fraud prevention [19].

- **Demand and Growth of IoT Market Amongs Malaysian (Smart Homes Allows Individuals to Create a Flexible Work-Life Balance That's Useful for All Ages)**

With today's extremely busy generation, the demand for smart homes enables people to strike a flexible work-life balance that is beneficial to people of all ages. For example, IKEA, a major home furniture and appliance retailer, recently introduced a trendy smart lighting system that connects to tablets and mobile devices. Meanwhile, HiCan created a smart mattress that combines entertainment, health management, and connectivity. When wearable technology and cooking appliances are shared, the ability to turn off the stove on your way to work can improve family safety [14]. Behind the trendy home décor products are services that integrate household appliances into a comprehensive home control system. While creating a new IoT environment, this service allows users to decorate their homes. Indeed, IoT-enabled homes can control heat via smartphone or virtual assistant, turn on/off lights via Wi-Fi, and start the pressure cooker via smartphone. As security and energy efficiency were the major trends in IoT last year, 2019 appears to be focusing on the "how" of making your home relaxing through smart decoration. As a result, we can only anticipate how home construction and renovation will be based on IoT functions in the near future [14].

- **Lack of Iot Awareness Amongst Malaysian**

One of the major challenges facing Malaysia today, according to IoT Malaysia Evangelist and CEO of REDtone IoT, Dr. Mazlan Abbas, is a lack of IoT awareness. "People may have heard about IoT, but mostly in the consumer space - wearables and smart home applications," Dr. Abbas says. However, because they are still expensive, only a few, i.e., early adopters, are willing to use them." We all know that wearables and smart home appliances become obsolete just as quickly as they become trendy or fashionable. "I, for one, have invested in many such devices simply to be one of the early adopters, even though I know that after a

year, it will be a 'old' gadget." "But then again, there aren't many people like me," Dr. Abbas quips [8].

- **Absence of Enterprise IoT Applications in The Country**

Another issue is the country's lack of enterprise IoT applications. "These devices are not as fashionable or trendy as their consumer counterparts." Sensors used in businesses will last longer — possibly 3-5 years or more. They are more durable and can be found in unexpected places. As a result, there is no need for a complicated design to house the sensors. However, these sensors can be more expensive, and when dealing with hundreds or thousands of sensors, the cost of deployment can become prohibitively expensive," according to Dr. Abbas [8].

- **Resistance from Within The Company (Transparency is The Key to Productivity)**

To solve this conundrum, the industry must devise a win-win business model for both the IoT vendor and the user. But, first and foremost, businesses must deal with internal resistance. According to Dr. Abbas, "transparency is the key to IoT implementation because it will translate to productivity." "It's easy to see how too much transparency can cause anxiety in some people, or how pushing productivity eliminates jobs, which can lead to social problems." Simply put, most people don't know where to begin their IoT journey. And, as we all know, a thousand miles begin with a single step [8].

- **Users Perceptions on IoT as Part of Their Daily Life (Factors of Accepting The Technology are Ease of Use and Usefulness)**

Persuasive technologies, such as feedback systems that provide real-time energy monitoring and recommendations, have been shown to increase user awareness of their energy consumption while also inducing long-term changes in their behaviour and lifestyle [18]. According to studies on IoT challenges, the human aspect should be considered because IoT technology involves humans as the primary platform for interaction, and the main challenge in the adoption of new technology such as IoT is user acceptance. According to Technology Acceptance Modeling (TAM), the predictive factors of technology acceptance are ease of use

and usefulness [2]. Privacy and confidentiality concerns are heavily emphasised in the business world. Stakeholders are unlikely to adopt IoT solutions if data confidentiality, authenticity, and privacy are not guaranteed [6]. Data confidentiality denotes the confirmation that only specific entities have the right to obtain and manipulate data, and data may represent an asset that must be protected in order to maintain competitiveness [6].

However, recent solutions for ensuring data privacy are not easily applied in the IoT framework due to the requirement of monitoring information access in an online and controllable manner [5]. Thus, in order to confirm confidentiality and privacy in knowledge management system, numerous access control techniques have been suggested, which comprises Role-Based Access Control (RBAC) that seriously used as a successful alternative to conventional discretionary and obligatory access control. The information presented above highlights some of the issues surrounding the acceptance of IoT technology. Hence, it is critical to give attention to customer's good insight towards technology so that they will not hesitate to accept and use the technology in their daily routine [7]. For instance, suggested combinatory code has been used in the fields of Artificial Intelligence (AI) and the Internet of Things (IoT) in the context of digitalization construction [20].

3. Research Methodology

A collection of data analysed in this paper was obtained through a review of literature by other authors on the topic of IoT and smart home technology in Malaysia. Secondary sources of information for this paper included books, articles, journals, newspapers, web pages, reports, theses, and conference proceedings. Data selection, data analysis, and reporting are all part of the review process. The review process is focused on data selection. The analysis attempts to review and present existing knowledge related to the use of IoT for smart home in the Malaysia context, as well as current issues and problems encountered by Malaysians regarding smart home technology.

4. Results and Discussions

To summarise the findings, the points of issues and challenges of IoT and latest technology adoption for home building are as follows:

- Major issues were on security, privacy and protection of consumer data
- Demand and growth of the IoT market in Malaysia (Smart homes enable individuals to achieve a flexible work-life balance that is beneficial to people of all ages)
- Malaysians are unaware of the Internet of Things.
- The country lacks enterprise IoT applications.
- Resistance from within the company (Transparency is the key to productivity)
- Users' perceptions of IoT as a part of their daily lives (factors of acceptance include ease of use and usefulness).

As a result, three major challenges cited in the literature are perception of usefulness, confidentiality and privacy of consumer data, and the country's lack of enterprise IoT applications. The perception of usefulness was mentioned in six studies, while confidentiality and privacy were mentioned in seven. One study cited the issue of a lack of IoT enterprise in the country.

Conclusion

The purpose of this review is to look into the existing literature on the issues and challenges of IoT and the latest technology adoption for home building. Many articles have been chosen and analysed for this purpose. According to the findings, IoT implementation is a major issue in terms of security, privacy, and consumer data protection. Because of its usefulness and market among Malaysians to create a flexible work-life balance through smart home living, there are currently many demands and growth of IoT in Malaysia. Nevertheless, Malaysians were unaware of the Internet of Things. Malaysia needs to look for enterprise IoT applications because the government is currently supporting the agenda of IoT, big data, and artificial intelligence. Furthermore, company transparency is required for user resistance in the business IoT application system. In this world of rapidly evolving technology, IoT provides perspectives on how people can incorporate technology into their daily lives. Because IoT is valuable information that can be used in a variety of ways, it is used internationally as well as in Malaysia. Although it is beneficial, there are flaws and challenges in implementing it in industries. There is much room for improvement, for example, in the online education sector for home use on how IoT could fit in and be implemented in the Malaysian education system and working from home (WFH) as we approach the year 2021 with the trend of a new norm due to pandemic Coronavirus.

Acknowledgements

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Building Activities in Novi Pazar During the 16th Century

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Abstract

Ottomans' arrival to the Balkans made a change in all segments of society that had lived in those areas until then. Novi Pazar founded by the Ottoman frontier Gazi İsa Bey in the middle of the 15th century near the former Serbian medieval capital was formed according to the principles of an open Ottoman settlement. The base for the development of this already commercial centre was laid by architecture that will be adapted to the geographical characteristics of the settlement and the needs of those who live there and occasional travellers. In the 16th century, the Ottoman Empire was rising. During this period, the development of construction technology increased the number of building activities in major cities of the Empire. Although the building activities of the capital were the most representative example of Ottoman art, what developed on a micro-level in places like Novi Pazar cannot be ignored. Enriched economically and culturally, Novi Pazar, an Ottoman town at the crossroads of important trade routes, will then experience the expansion of building activities. Many important officials and wealthy citizens will give part of their property for the common good in the form of waqfs. They were the main bearers of the city's new look in which newly formed districts emerge around the newly built structures. This is evidenced by the fact that the largest number of preserved Ottoman monuments in the territory of Novi Pazar dates from the 16th century. However, the sublimation of different styles and ways of building in one place separates the architecture of Novi Pazar in the 16th century from other similar settlements. The uniqueness of Novi Pazar's building activities is in the application of various elements to simple objects that carry the characteristics of the time and space of one era.

1. Introduction

In the 16th century, Novi Pazar was part of the Sanjak of Bosnia. This sanjak had an important place in the administrative structure of the Ottoman Empire[1]. The borders of the Sanjak of Bosnia were changing as the Ottoman Empire moved westward. The newly conquered lands were initially included in the Sanjak of Bosnia, then when the Ottoman Empire conquered other lands in the west, they established sanjaks such as Herceg and Klis. After the founding of the Sanjak of Budin in 1541, all sanjaks in the Balkans remained under the Beylerbeylik of Rumelia (Aganoglu, 2021, p. 47). In 1580, the Ottomans formed the Beylerbeylik of Bosnia (Gölen, 2010, p. 52). During that period the Ottoman government gave the Novi Pazar special status (corpus separatum [2]) as a special area (Šabanović, 1982, p. 94). Later when Sanjak/Beylerbeylik of Bosnia was established in the 16th century Novi Pazar became part of it.

At the end of the 15th and the beginning of the 16th century, the Ottoman cultural perspective expanded with the transformation of the Ottoman Empire into a world empire. The concept of Ottoman art and architecture has changed (Kuran, 2018, p. 468). The building organization and architecture of the Ottoman Empire in the 16th century is known as the most original and special period in the entire Ottoman art history (Ortaylı, 2017, p. 45). The economic, cultural and social conditions of this period changed the cities and made them grow.

As the Ottoman Empire was expanding toward the West, its art and building activities were getting richer. The people in the Ottoman Empire's lands contributed to the new state's culture (Kuban, 2003, p. 658). When the Ottomans came to the Balkans they already had formed building principles which were implemented for forming small and large

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[1] The importance of the Sanjak of Bosnia can be shown according to the book of records from 1468/1469. 21 sanjaks were attached to Beylerbeylik of Rumelia. The highest income was 507,760 akches of the Peloponnese Sanjakbey, and the lowest income was 157.032 akçes of the Delvinë Sanjak-bey. As the Sanjak-bey of Bosnia, Gazi Isa Bey's income was 1,092,619 akches (Aganoglu, 2021, p. 47).

[2] It means *separate body* in Latin. It is used for cities or regions that have different legal and political statuses compared to their surroundings. It is a territory that is subject to international administration and does not belong to any of the parties. For details visit: https://www.wordsense.eu/corpus_separatum/, [accessed September 1, 2022].

settlements. The settlements were divided into economic and living parts. The Ottomans, who gave importance to public and religious buildings, created special compositions of settlements with them. Along with the gradual process of Islamization[3] in the lands in the Balkans, population growth and the devshirme system[4] increased the impact of Ottoman culture and urbanization. Even though the settlements in the Balkans were not much different from those in Anatolia in terms of structural principles, the local geographical features and traditions influenced the formation and architecture to some extent (Redžić, 1983, pp. 86-87).

The rise of the Ottoman Empire and its further westward shift in the 16th century ensured the stability of the Novi Pazar region and its development as a trade and transit centre. All the important political circumstances of the Empire were reflected in Novi Pazar. As an integral part of a large and diverse empire, those changes in the centre of the Ottoman State left their mark on building activities in Novi Pazar.

2. Novi Pazar's Development in the 16th Century

According to the records dated 1489, Novi Pazar became mirliva has[5] and in 1516 it became sultan has. Based on the data available today, it is not possible to give a complete picture of the urban development of Novi Pazar in that period. However, it is possible to give an overview of the development of the city in the 16th century from other historical sources (Zirojević, 1977, pp. 112-113).

The development of Novi Pazar is strictly conditioned by its favourable geographical location. Established as an open settlement, it had the essential features of an Ottoman-Balkan settlement in the 16th century: a permanent Muslim population, mosques for special occasions (Friday and Eid) and

prayer, and a square for the market (Zečević, 2016, p. 13).

The oldest document from the 16th century that mentions Novi Pazar is the Law document of the Sanjak of Bosnia dated 1516. In this document, it is stated that a person is responsible for the execution of the punishments by the sanjak-bey and that the punishments are applied according to the qadi[6]. Therefore, it can be understood that the Ottoman administrative system in Novi Pazar was on a higher level[7]. According to the population records from 1516 in Novi Pazar, there were 367 Muslim and 76 Christian households.

Today no document could give the exact description that can prove what Novi Pazar looked like during the 16th century. According to archival documents, it is known that new neighbourhoods of the city were built through waqfs in the period between 1516-1528/1530. In general, new city neighbourhoods were taking the names of newly built waqfs. At the end of the first half of the 16th century, while most prominent state officials participated in the construction of its urban structure, the participation of another social stratum did not take that much part in it. Activities of these state officials tried to prepare the cities and their economies according to the Ottoman Empire's needs.

As it is mentioned before, there is no evidence about Novi Pazar's appearance in the 16th century but there are some sources from the same period that could give some pictures of it. The first written document where Novi Pazar is mentioned is a travelogue of Benedict Curipeschitz from 1531. In 1530, Archduke Ferdinand I of Austria (1503-1564) sent a delegation to Sultan Suleiman I[8] in Istanbul to make a truce. Curipeschitz did not describe Novi Pazar, but knowing that this is the first travelogue about Balkan Peninsula shows Novi Pazar's importance on Balkan routes. A few years later (1534) Benedict Rambert was going to Istanbul as the Venetian

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[3] The Islamization process in the Balkan territories was completed at the end of the 16th century. This process was not at the same level in the whole region. 70% of the population in Bosnia and Albania has accepted Islam. The reasons for converting to Islam were different. Some wanted to preserve the old privileges, while others preferred Islam because they wanted to benefit after the timar system was implemented. Other reasons include the influence of existing religions before the Ottomans (like Bogomilism), the Ottomans' policy of tolerance, tax exemption, immigration of Catholics, the devshirme system, and building activities (Gölen, 2010, pp. 44-51).
[4] Devshirme system was the Ottoman practice of forcibly taking children of their Christian families in the Balkans. Those children were taken to become a soldier or bureaucrats. In the Ottoman Empire, the devshirme system was applied according to the law from the first half of the 15th till the end of the 17th century. Albanian, Bosnian, Greek, Burglar, Serbian and Croatian

children were preferred for devshirme (Özcan, 1994, p. 255-256).
[5] *Mîr-i livâ* was a military rank in the Ottoman army and *has* means possession. So it means that Novi Pazar's territory was in a possession of a brigadier general.
[6] Presidents of the courts dealt with all kinds of cases until the Reformation Period (Tür. Tanzimat), and only for marriage, divorce, alimony and inheritance cases in the period between Tanzimat and the Civil Law in the Ottoman Empire.
[7] According to Šabanović, Novi Pazar was extremely important in the Ottoman Empire due to its geopolitical and transit location and economic value. Therefore, it had a special administrative status. So there was a fiduciary in Novi Pazar, but there was also a soubashi or a voivode, too. These authorities applied the necessary punishments together with the qadi (1957, p. 28).
[8] Suleiman the Magnificent.

ambassador and Novi Pazar is mentioned in his travel notes. This is how Rambert describes Novi Pazar: "...it has a big square. There are shops in here full of both Christians and Turks. People from Dubrovnik and other merchants live here. A beautiful river flows nearby ... ". Unlike Curipeschitz, Rambert describes Novi Pazar in more details. Understandably, Novi Pazar in the 16th century was an important stop for both traders and ambassadors.

The commerce and crafts were becoming the basis of the settlement's economy so the artisans and craftsmen started to be the driving force of Novi Pazar's development. According to the cadastral records from 1540/1542, there were waqfs established by a tanner's son, a money changer, a locksmith and a furrier. However, the financial strength of these people was not great compared to the state individuals who served in Novi Pazar. For this reason, the most important buildings continued to be built by them (Čar Drnda, 1984, p. 80).

In the middle of the 16th century in Novi Pazar were registered 451 Muslim houses, 47 Christian houses, and 65 houses with a single man (Zirojević, 1977, p. 116). In this period, traveller French Jeanne Chenault was visiting Serbia. He was describing Belgrade and Serbia. In one description he said that Novi Pazar was a place that was not enclosed by walls in 1547 (Samaradžić, 1961, p. 112).

Venetian travellers were staying in Novi Pazar on their way to Istanbul. The Venetian Cathirin Zen, the high ambassador of Sultan Suleiman I, was one of them. On the way to Istanbul, Zen gives a brief description of Novi Pazar and said that it has a unique nature and excellent water resources. In 1550, Zen mentions the magnificent wooden bridge[9] and the presence of all kinds of goods in the marketplace in this commercial settlement. He also said that Turks and many Ragusans[10] and Venetians lived in Novi Pazar alongside the Christian Serbs. He explains that there are many mosques and caravanserais in the city, but the houses and their gardens are not so magnificent. He states that the roofs of Novi Pazar are covered with tiles and there are walls more than 4 and a half miles long. It is not clear which walls he mentioned here. There were probably remnants of the fortress walls at the

moment, but there is no document to date that mentions fortification and its soldiers. Finally, Zen concluded his Novi Pazar narrative by saying that the lands of Novi Pazar are within the scope of the Sanjak of Bosnia and that there are soubashi as and women in the city.

In the second half of the 16th century, Novi Pazar continued to develop. With different newly built waqfs, the face of the city continued to change. However, apart from the buildings that are saved from the 16th century till today, Novi Pazar's image from that period can only be learned from the notes of some travellers.

In 1581 Paulo Contarini, was sent to Istanbul as the Venetian ambassador, to keep the truce between the Ottoman Empire and the Italian city republics. According to historical documents, Contarini kept his diary while he was staying in Istanbul between the years 1581-1583. Contarini passed through previously used commercial routes. While passing through these roads, he passed through Novi Pazar. He stayed there one day in the caravanserai. In his diary, he said that Novi Pazar has 6,000 Turkish and 100 Christian households. He also mentioned that there are settled people from Dubrovnik, there are 16 mosques and a very long marketplace. After that, he states that many craftsmen in Novi Pazar made various things from iron[11] and iron was mined in Gluhavica[12].

According to Contarini's writings, Novi Pazar has increased the number of households in about 30 years. Although the Novi Pazar area was stable in the 16th century, the number of its inhabitants did not increase much. The number of permanently placed foreign traders was increasing. They were not recorded as local populations by the Ottoman State (Čar Drnda, 1984, p. 89). Therefore, the number of households may be higher than recorded. But in the second half of the 16th century, 6,000 households in Novi Pazar seem exaggerated. According to the number of mosques built in the Ottoman period in Novi Pazar and preserved until today (14), the existence of 16 mosques in 1581 could be accepted as a fact. Since iron was mined in Gluhavica even in the 15th century, the development of related trades and crafts in Novi Pazar in the 16th century is a

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[9] According to archival records, it is known that Gazi Isa Bey built a bridge ın Novı Pazar in the 15th century (Oruç, 2013, p. 170).

[10] Ragusa is the old name for Dubrovnik, today's city in Croatia.

[11] Novi Pazar lands are not suitable for large agricultural production. It was the export point for livestock and mineral products that existed in its surrounding areas (Kosovo, North Macedonia) before the Ottoman period. Along with these, it was the export place of wax. When the Ottomans forbade the export

of silver, iron and other valuable metals, beeswax became the most important export product. Most of the wax was sent to Venice from Novi Pazar. At the same time, the Ottomans brought the white Arabian sheep to the Balkan lands. For this reason, wool emerged as the new export product (Hrbak, 2003, pp. 109-110).

[12] Today Gluhavica is a village between Novi Pazar and Tutin in Serbia.

natural process. Therefore, it is possible to accept this information from Contarini as correct.

There is no information about how Novi Pazar continued to develop until the last years of the 16th century. Although waqfs prove that the building activities of that period were intense, their number become lower in the 17th century. However, at the end of the 16th century, Novi Pazar became a typical Ottoman city with its mosques, masjids, baths, caravanserais, bridges, houses and other Ottoman structures.

3. Novi Pazar's Architectural Development in the 16th Century

In the 16th century, the Ottoman Empire tried to develop principles in building policy. The projects implemented in Istanbul were also passed on to the provinces in the other parts of the Empire. The quality of the architecture in the provinces could not reach the level reached in the capital. Although an architectural design system was available, sending and implementing it in all provinces was difficult. The Ottoman design system depended on the implementation of the drawings that had been prepared. Therefore, if the art and sensitivity of the architecture of the building could be controlled during the construction period by the master in the capital, the building would be good (Kuran, 2018, p. 429).

Ottoman classical architecture and practice as a holistic form of art lost more of its basic features as it moved away from the capital. In far provinces, supervision was insufficient and regional concepts and decorations provided the integrity of the less classical framework (Kuran, 2018, p. 441). The relations of the provinces with the capital depended on their military and economic importance and loyalty (Yenişehirlioğlu, 2015, p. 361). The networks formed in the Balkans made the hybrid forms of Ottoman architecture, which was a product of intercultural encounters.

Novi Pazar in the 16th century ensured wealth that gave economic and cultural progress. At the same time, the 16th century is the most important period for Ottoman art and building activities' development. Parallel to this, during the Ottoman rule Novi Pazar, had the most progressive period of these activities in the 16th century. The distance from the imperial centre prevented the development of special architectural compositions such as the

centres of the surrounding provinces (like Skopje, Sarajevo, Travnik, etc.) because it was less influenced by other artistic styles. For this reason, the building activities that have been carried out in Novi Pazar were simple, less decorated and have less possibilities for change.

2.1. Architectural Works in the 16th Century

Various economic-political and socio-cultural influences made Novi Pazar a typical Ottoman settlement with all its characteristics. Of the Ottoman monuments that have been preserved to this day, a big number belong to the 16th century (15 out of about 40). Novi Pazar's rich historical-cultural heritage testifies to its importance as the centre of the Sanjak region. The architectural development during the 16th century in this paper will present by four representative monuments of Ottoman Period.

2.1.1. Altun-Alem Mosque and Maktab

Today the Altun-Alem[13] Mosque and Maktab (Plan 1) are located in a walled courtyard at the intersection of 1. maj and Jugovića streets in Novi Pazar. This building complex is located at the old Dubrovnik-Istanbul road on the north bank of the Raška River.

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[13] The finials (Tür. alem) on the dome, roof or spire of the minaret were produced from different materials. The alem could have been made of stone, brass, bronze, copper or gold (Cantay,

1989, p. 354). The alem of the Altun-Alem Mosque was most likely made of gold. Therefore, its name was Altun (Tür. gold) - Alem Mosque.
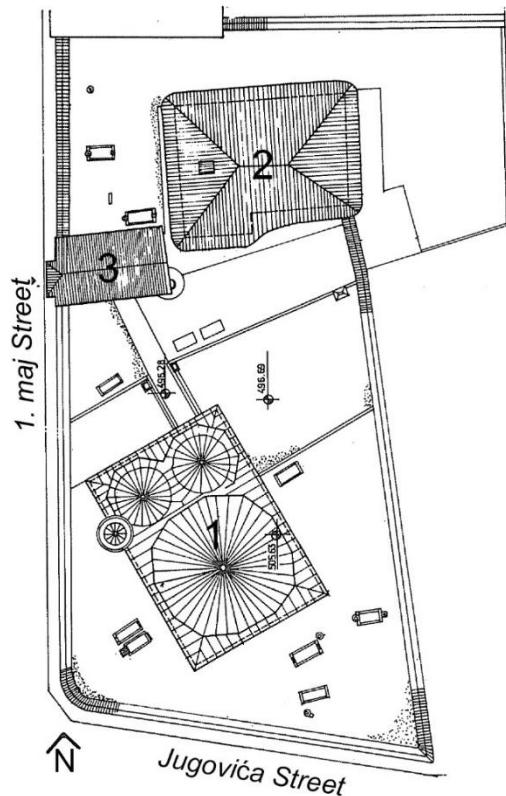
Plan 1. Altun-Alem Complex (16th Century) - (1 – Altun-Alem Mosque; 2 – Altun-Alem Maktab; 3 – Shade at the Entrance; Mušović, E., Vujović, S. (1992). *Džamije u Novom Pazaru* [Mosques in Novi Pazar]. Beograd-Kraljevo: Zavod za zaštitu spomenika kulture Kraljevo, p. 47)

The Altun-Alem Complex (Photo 1) is one of the most important examples of Ottoman heritage in Novi Pazar and Serbia. The exact date of construction of this complex is unknown [14] . Although the inscriptions of the buildings have not been preserved until today, it is possible to

determine the approximate date of construction based on other historical sources.

Photo 1. Altum-Alem Complex (16th Century)

Altun-Alem Mosque was built by Muslihuddin Abdul Gani [15] who mentioned this mosque in its waqf certificate list from 1550. This waqf certificate charter was not written for the Altun-Alem Mosque. It was written primarily to legalize the waqfs related to Kurşunlu Han in Skopje. In addition to this, Muslihuddin Abdul Gani al-Ma'dini lists a mosque in Novi Pazar and a school for teaching the Qur'an to young children. In addition to the mosque, it is said that should be arranged a house for the imam of the mosque (Kaleši, 1972, p. 243).

Since the mosque was functional over time, the building has largely preserved its original appearance until today. It has been restored several times during the 20th century. Today, the mosque is part of the Serbian Islamic Community. In the works carried out at the beginning of the 21st century, inappropriate materials were used, which affected the original features of the Altun-Alem Mosque.

Altun-Alem Mosque, located in the northwest-southeast direction, is a structure of a two-domed portico and a single-domed main space building (Andrejević, 1977, p. 123). The entrance door is placed on the main facade of the mosque on the northwest side. The octagonal columns made of cut

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[14] There is a legend about the building process of the Altun-Alem Mosque. According to the narrative, three beautiful girls of a pasha lived in Novi Pazar: Altuna, Hadžira and Halima. Their beauties were likened to the beauties of Paradise. No one dared to propose to them because of their beauty and dignity. Time passed and three beautiful girls remained unmarried. When they got old, they wanted to donate their great wealth to charity. According to the narrative, the mosque is called Altun-Alem because Altuna gave a charity to build a mosque. Hadžira gave her land for the city cemetery on the southwest part of Novi Pazar, and it was named Hadžet. Halima gave a charity to build a public fountain and its name is Halimača today (Mušović, 1985, p. 87).

[15] There is no detailed information about Muslihuddin Abdul Ghani. In some sources, it is told that Muslihudin Al-Ma'dini was Fatih Sultan Mehmed's first muazzin. This information is most likely taken from the Kosova Salnâme-i Vilayet-i dated

1896 (H 1314). Accordingly, the muazzin of Sultan Mehmed Han, Muslihiddin Efendi, states that he had a mosque built in Novi Pazar (2000, p. 236). According to Kaleši, this should not be accepted as correct information. Fatih Sultan Mehmet died in 1481, but Muslihudin Efendi created his waqf in 1550. Muezzin Hodja is also called Al-Ma'dini in the waqf certificate list. These names show that he maybe had two titles: the first, the muezzin, which gives the possibility of being a mudderis, and the second, ma'dini, which means miner in Turkish. It is stated that he had a mosque in Trepča (Kosovo). He also used the word mawla before his name and it means that he was a man of knowledge. Muslihuddin Abdul Gani is likely to be rich as he has built so many foundations in Skopje, Kosovo and Novi Pazar. Therefore, Muslihuddin Abdul Gani did not have a military or administrative duty in the Ottoman State. According to the available information, he was probably a member of the ulama class (1972, pp. 221-222).

stone at the entrance of the portico are connected by slightly pointed arches. The pedestals and capitals of the columns have muqarnas decorations. Altun-Alem Mosque's facade with a portico is composed differently from other facades. The east, west and south facades of the mosque are designed in the same way. On these facades, there are parallel double-pointed windows above the rectangular framed double windows on the lower level. On the axis of the double window, on the upper hoop (except for the main facade), a pointed window is seen on all sides. These facades are decorated in a way similar to an alternating technique.

The windows set up the light in the inner space (Photo 2). There is an alcove for mihrab decorated with semi-circular muqarnas recessed on the axis of the southeastern wall. The lower part of the mihrab leaning on the south on the southeast wall was made of cut stone and the upper part was made of new wood. There is a pointed arched opening in the preserved stone part, the lower part of the minbar that connects to the wall. The lower part of the minbar is also decorated with sliced openings. In front of the northwest wall, there is a woman praying place.

Photo 2. Altum-Alem Complex (16th Century)

The sandstone minaret of the Altun-Alem Mosque leans against the enclosed western wall of the portico. The dodecagonal minaret has a high transitional segment with a base decorated with a wreath and lower arches. On the continuation of the dodecagonal shaft, there is a balcony shaped with muqarnas. After a neck, the minaret is finished with a final part, a metal alem.

Because of its characteristics, Altun-Alem Mosque is a unique mosque in Ottoman architecture. Although styles were applied in the 16th century in the great centres of the Ottoman Empire, the masters who built the Altun-Alem Mosque were building it by the postulates of the architectural styles of the 14th and 15th centuries. The portico and minaret of the mosque are the most significant parts. The two domes that cover the narthex and the dome of the prayer place are arranged on the same level. Such designed buildings belong to the early Ottoman Period[16].

The Altun-Alem Mosque, with all its features (the high portico and its closed side, differently positioned minaret, various construction materials, and muqarnas decorations) has become an example of the structures that carry the elements of the early Ottoman Period and the classical Ottoman Period. Therefore, the Altun-Alem Mosque in Novi Pazar is a unique monument from the building activities carried out in the Ottoman lands.

Next to the Altun-Alem Mosque is located Altun-Alem Maktab (Photo 3). The school is located in the north-south direction in the northeastern part of the courtyard of the Altun-Alem Complex.

In Muslihuddin al-Madini's waqf certificated list from 1550, Altun-Alem Maktab[17] is mentioned as

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[16] According to Andrejević, the facades' design of the Altun-Alem Mosque derives from the Byzantine influence which was present in the early Ottoman Period. Hacı Özbek Mosque (1333) in Iznik, which has not survived to this day, had a main facade separated into three parts by carrying two marble columns with Byzantine heads has been similar to the Altun-Alem Mosque's front facade. It is known that the exterior walls of the Hacı Özbek Mosque covered with bricks and cut stones were Byzantine elements (Goodwin, 2012, p. 23). The Ottomans had different types of bricks and tiles. The change of construction materials and the design applied in the Altun-Alem Mosque until the 16th century has a more advanced order than the Hacı Özbek Mosque. The minaret position of the Altun-Alem Mosque also is interesting. The same design can be seen only in three mosques from the 16th century; in the Aladdin Pasha Mosque (1326) in Bursa, in Abu Ishak's Zaviye (the end of the 14th century), the minaret was placed on the left wall. The third, the Mahmud Bey Mosque (1366) in Kastamonu has a minaret placed on the right wall as it is in the Altun-Alem Mosque (Andrejević, 1977, p. 128). There may be different reasons for closing the portico with a minaret on the side. First, it was maybe protection for the prayers from the noise and weather conditions on the street.

Second, the soil arrangement of the Altun-Alem Mosque may have led to such an interesting solution.

[17] Like other waqfs, maktabs were built by high-ranking statesmen and wealthy people (Bozkurt, 2004, p. 6). These people have been one of the main factors that will contribute to the development of Ottoman cities and therefore Islamic culture. The maktabs were established to teach the children of the neighbourhood (Tür. mahalle) the Qur'an and religion, morality and literacy. After the first maktabs were established in the Ottoman Empire, they were constantly changing and developing until 1924. Until the 19th century, the word maktab was used for all educational institutions in the Ottoman Empire. During the Reformation Period (Tür. Tanzimat Dönemi), the maktab educational period was defined differently than before. Between the ages of 4 and 6, both boys and girls were entering primary schools, which lasted four years. During the period of Abdülhamid II, maktab was replaced by the primary school. Despite this, educational places that provide basic religious and Qur'an information in or near mosques are still called maktabs (Baltacı, 2004, p. 6-7). Therefore, the education program of the Altun-Alem Maktab, which has survived to the present day, has probably changed over time. Today, this school provides basic

an additional building to the Altun-Alem Mosque. It is not known the foundation date of the Altun-Alem Mosque, casually it is connected with Altun-Alem Maktab. According to waqf certificated list and other cadastral documents, it could be concluded that the Altun-Alem Maktab was built in the first half of the 16th century, more precisely before 1550.

Photo 3. Altun-Alem Maktab (16th Century)

After the archaeological excavations in the Altun-Alem Mosque and Maktab in the 1980s, important conclusions were made by taking samples of the materials from these two buildings. It was determined that the material used in both buildings are the same date. Therefore, it has been proven that these two structures were built by a group of masters at the same time (Vujović, 1990, p. 78). The Altun-Alem Complex has survived in various periods from the 16th century to the present. Throughout history, this mosque and maktab have suffered great damage. Compex was reconstructed many times through the centuries but still can be said that it kept its authenticity.

Altun-Alem Maktab belongs to the advanced maktab type and has classrooms and an entrance area for students, as well as a teacher's room. On the main facade of the building, there is an extension according to the width of the stairs. The ground floor and the upper floor have the same plan. They both have one large and one small room, and the entrance is located next to them by the same plan composition (Bećirbegović, 1974, p. 266). Today large square-

planned room on the ground floor was previously used as a basement until the 1970s when it became a ghusl room (Tür. gasilhane). The small room on the same floor has been converted into a place for wudu (Tür. abdesthane).

Maktab is built from different materials [18]. Some parts are made of stone and brick, and others are made of stone. The foundation of the building was built of crushed stone and on the upper floow main material is wood. Mud bricks were used as filling on the ground floor and old bricks were used on the upper floor. Maktab is covered with a tiled hipped roof which has a chimney on the west side (Vujović, 1990, p. 69).

All facades of the Altun-Alem Maktab look different. The most interesting is the south facing with the mosque (Photo 4). On the southwest side of the asymmetrical main facade, there is a staircase leading to the upper floor. On this side, at the intersection of south and west, there is a column made of wood that supports the upper entrance area. Two arched windows are positioned above the two rectangular windows at the lower level on the east side of the south wall. One window at the lower level has been closed. It could be possible that it was open in the past due to the pointed arched low carving in the upper part of this "blind" and other windows.

The main facade has been painted and it is created with the influence of the Byzantine style reflected in form made by rows of bricks. Surfaces plastered imitate cut stone and vertically stacked bricks between them. The colourful ornaments on the top of the south facade and around the windows were made with plaster paint (Photo 5). The other facades of Altun-Alem Maktab are simply decorated, plastered and painted with whitewash.

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religious education.

[18] Maktab was usually built as a one-room structure made of wood or other materials. For this reason, the architecture of the maktabs did not develop in some areas because the lecturers were often held in private houses. On the other side, maktabs were generally built as detached educational buildings. One side of the school was placed to look on a street, and the other side was open to a garden. Additional service spaces (water, toilet, warehouse) were located in the courtyard of the maktab and were required according to the needs of the students. Schools were built only as ground-floor or one-story buildings. In one-story buildings, only the upper floor was generally used for the school. The ground floor was mostly used for other purposes. According to the room

plan and architectural complexity of the maktabs in Bosnia and Herzegovina, three models can be distinguished: one-room, two-room and three-room. One-room schools are the simplest. They just have a basic field - a class entered directly from the outside. Buildings like this are always ground-floor buildings. Two-room schools have a corridor positioned next to the classroom. This type of school has survived to the present day and they were built as both ground-floor and one-story buildings. In three-room maktabs, there is a smaller teacher's room as well as a classroom and a corridor. These maktabs were also built in both ways. According to this classification, Altun-Alem Maktab is a type of school with a three-room complex plan (Ahunbay, 2004, p. 7; Bećirbegović, 1974, p. 256-260).

Photos 4,5. Altun-Alem Maktab (16th Century)

Altun-Alem Maktab is the synthesis of residential and monumental architecture. While the wooden stairs and other parts give residential architecture characteristics, the part where the classroom is located was built similar to the Altun-Alem Mosque. According to Bećirbegović, this maktab has Byzantine elements as it was built of brick and stone. Arched windows on both the mosque and the maktab carry the characteristic feature of Islamic architecture and painted parts on the facades show Byzantine elements. This construction style had been present in Kosovo and Macedonia (1974, p. 266).

Today there is no other maktab in Novi Pazar so it is not possible to make any comparison. The only maktab from the 16th century with similar architecture is the Gazi Husrev-Beg Maktab in Sarajevo. Anyway, the dimensions and the rich decoration of this maktab are more significant than the Altun-Alem Maktab.

In the courtyard of the Altun-Alem Complex, there are 30 epigraphic tombstones out of 50 tombs. The texts found on the tombstones show that prominent people were buried here: pashas, civil servants, mudarris, and members of important families of Novi Pazar (Mujezinović, 1977, p. 145). These data are an indication of the importance of this complex over the centuries. In recent years, the use of new modern materials and the lack of work with experts, during the new restoration has greatly damaged the originality of the complex.

2.1.2. Arab Mosque

Photo 6. Arab Mosque (16th Century)

There is no information about the construction date of the Arab Mosque[19] and its founder. According to Mušović, it is presumed that the Arap Mosque was built before 1528 because Hasan Bey District[20] was first recorded in the book of records from 1528 (1985, p. 79).

Throughout the centuries the Arab Mosque was changing but it started to lose its distinctive architecture in the second half of the 20th century. The characteristics of the ground and the location of the shops that surround the mosque created a special architectural composition. In the 1980s, modern construction materials were applied in the shops near the entrance of the mosque and the architectural concept of this mosque began to degenerate (Nešković and Others, 1988, p. 30). Since 1997, restoration works have been carried out according to the needs of the believers. The roof of the Arab Mosque was partially renewed, the windows and floor were replaced, and a new room for wudu (Tür. abdesthane) was built. With the underfloor heating and air conditioning, and new minbar and new mihrab, the place of praying has been drastically changed (Premović Aleksić, 2013, p. 71). The

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[19] The origin of the name of the Arab Mosque is unknown until today. There are some narratives about the Arab name. According to the first narrative, Hasan Čelebi was an Arab and this is why this mosque was called Arab. Sources from the 16th century mention Hasan Čelebi or Hasan Bey as the founder of a small mosque in Novi Pazar, but there is no evidence to show his ethnic origin. The mosque was set on fire in 1689 and later rebuilt. In the time when it was rebuilt, there was a chance of being an Arab at the same period in Novi Pazar serving as an officer or some other duty. According to the other narrative, the mosque was

restored by an Arab who served as a Turkish officer. Therefore, it is believed that he was the person who was later buried in a tomb known as the Arab tomb in the Great Cemetery in Novi Pazar today (Mušović, Vujović, 1992, p. 18).

[20] Mušović also says that according to documents dated 1528, there were 15 households in this neighbourhood, and later in 1540 and 1604 there were 15 (1985, p. 79). In the book of records from 1604, there was 52.000 akche income for Hasan Bey Mosque from his waqfs (Gazić, 2000, p. 213-214).

authenticity of the Arab Mosque continued to be lost as the work was not done by professionals.

In 2016, the damaged roof of the Arab Mosque damaged the parts of the praying place and it is decided that the mosque should be closed. The restoration and reconstruction plan of the roof has been made and it was carried out by the Islamic Community in Serbia. In 2018 the restoration process began and the Cultural Heritage Preservation Board in Serbia banned any work on the mosque without specific technical protection measures. But at the end, the Arab Mosque was restored by Islamic Community in Serbia and reopened in 2021. The new mosque was built according to the model of the old building. However, the original materials and historical authenticity of the Arab Mosque from the 16th century have been lost.

The Arab Mosque is located in the northwest-southeast direction and the arrangement of the shops gives a special shape to the appearance of the mosque. This mosque, which has a unique plan (Plan 2), was built on the sloping ground from north to south. It is believed that the mosque was built in two stages. According to this assertion, the praying part of the mosque with a hipped roof, which was finished with a rectangular planned flat ceiling is probably part of the mosque that is built during the 16th and 17th centuries. In the second stage, the front part of the mosque in the northwest was closed and a column was placed in the corner on the north side and a two-storey structure was created at the entrance (Mušović, Vujović, 1992, p. 63; Nešković and Others, 1988, p. 28).
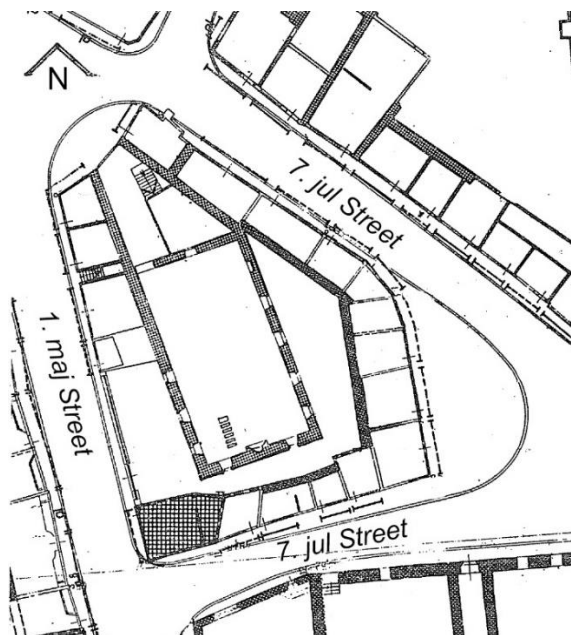
Plan 2. Arab Mosque (16th Century) - (Mušović, E., Vujović, S. (1992). *Džamije u Novom Pazaru* [Mosques in Novi Pazar]. Beograd-Kraljevo: Zavod za zaštitu spomenika kulture Kraljevo, p. 65)

Although the current plan of the mosque is irregularly shaped, its rectangular main part stands out clearly in its external appearance. In the 19th century, the roofs of the shops added around the mosque were connected in large masses by deep eaves.

The minaret located on the southwest facade is tubby and not tall. Above the shaft, there is a balcony decorated with hedgehog brick relief. Before the mosque was renovated, there was a low relief decoration on the lower part of the minaret balcony. After the balcony, a little thinner than a shaft the neck part extends. The minaret ends with a metal spire with alem.

The interior (Photo 7) of the mosque has a large and unusual polygonal plan. From the closed entrance to the north, a staircase leads to the wudu room on the floor below. On the east, there is a staircase leading to the women's praying place, and on the south, there is a large praying place separated by a wall with a door after the corridor. There is a semicircular mihrab recessed on the southeast wall of the place for praying. The minbar is located in the south of the southeast facade and the pulpit is positioned on the east side. On the upper level of the northwest and northeast walls of the mosque, there is an L-shaped women's prying place.

Photo 7. Arab Mosque (16th Century)

Detailed research on the Arab Mosque has never been done. Before the reconstruction in 2018, the walls of the mosque have been made of mud brick, but their thickness was different. The location of the minaret and all sides of the mosque today are filled with shops. The facade where the entrance is positioned is composed in a way that gives a thought that once that part of the Arab Mosque had a courtyard with a fountain and a porch (Nešković and Others, 1988, p. 29).

The Arab Mosque represents a special architectural solution. The ground on which it was built and the arrangement of the shops of the Novi Pazar Bazaar provided the originality of this structure. Unfortunately, due to the work carried out in 2018, it will not be possible to further investigate the history of the Arab Mosque.

2.1.3. Hammam in Novoazarska Banja

For many monuments from the Ottoman period, there is no exact data on the year of construction. Various historical circumstances erased some information forever. Just a few of them can testify about the past and many modifications that have been made to them. Near Novi Pazar, four kilometres northeast of the city, an old Hammam in Novopazarska Banja (Tür. Novi Pazar Kaplıcası) with medicinal water is one of them (Photo 8).

Photo 8. Novopazarska Banja Hammam (1593/94)

According to Kostić, hot springs in Novopazarska Banja were in use since the earliest times: from the Roman Period then in the time of the first Serbian Medieval states and after them, there was a long Ottoman Period (1969, pp. 48-49). Today in Novopazarska Banja, there are remnants of Roman Baths and Hammam from the Ottoman Period made in the 16th century. Its building date is proven with a panel (Photo 9) above the entrance written in Ottoman Turkish (Premović Aleksić, 2013, p. 30):

"Those who have seen the east and the west, land and sea, they said:
We have not seen such thermal spas in the world (kaplıca).
Seeing it, one among them, said a summary chronogram:
This spa has become a paradise for lovers (loved) "

(1002 AH – 1593/94 AC) [21].

The building of the Hammam in Novopazarska Banja has a very simple exterior appearance. It is quadrangle-shaped construction covered with a four-sloped roof, from which rise two unequal domes with eight-sided tambours. Hammam was built with alternating rows of bricks and large stone blocks. On the upper edge of the walls close to the roof, it is surrounded by a finely profiled roof cornice. The inner space of the hammam is divided by a wall into two basic sections: the dressing room and the space for a bath, the hammam. A narrow and arched passage connects these two parts. Above the centre of the space for bathing is raised a smaller dome and below it is a large and about 1.5 m deep octagonal pool with natural mineral water. In the cross-planed space, there are semi-circular vaulted spaces with marble corners named iwans. Between them are placed diagonally, in the corners of the entire square, four smaller halvet [22], made for visitors' washing before entering the pool with warm sulphurous water (Photo 9).

Photo 9. Hammam in Novopazarska Banja (1593/94)

According to Semavi Eyice's classification [23], Hammam in Novopazarska Banja belongs to the cross-shaped four-iwan and corner cell type of hammam. When it needs to make a comparison

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[21] According to narratives among Novi Pazar's people, in the 16th century the founder of one of the oldest mosques in Novi Pazar, Haji Hurem (Tür. Hacı Hürem) leased this hammam for some period (Andrejević, 1969, p. 205). Therefore, there is a thought that he was the founder of the hammam but still there is no evidence to prove this assertion.

[22] Halvet (Tür.) is a small space in the form of cells in the hottest part of Turkish hammams. For details visit: https://islamansiklopedisi.org.tr/halvet--hamam, [accessed September 23, 2022]. In general, they are arranged symmetrically around the main pool and they are positioned at the corners of the hammam area. Halvets are generally square, rectangular or polygonal in plan and covered with a dome or vault roof.

[23] This type of hammam's plan is also known as a cruciform plan because it resembles a cross in plan. This type of plan was used in the oldest baths of Anatolia. Opening to four directions with vaulted iwans, this type of place with hot water is almost in the shape of a cross and there are four halvets in the corners between the arms and the outer body walls. Depending on the size of the hammam or the place where it is built, the number of halvets is sometimes up to three or can be reduced to two. In very rare cases, hammams with one halvet were also built. This type of hammam have been built mostly till the 12th century. However, advanced examples continue to build in future periods. The best example can be Hammam in Novopazarska Banja (Eyice, 1997, p. 417; Ertuğrul, 2009, pp. 255-256).

between this hammam and Gazi İsa Bey Hammam made in the 15ᵗʰ century, it is interesting fact that this one-room Hammam in Novopazarska Banja is made later than the complex planned Gazi İsa Bey Hammam in Novi Pazar city centre. Many factors could affect the architecture of these two buildings: location, availability or unavailability of hot springs, the wealth of its founder, and the historical circumstances of Novi Pazar. On the other side, the hypothesis that in the 15ᵗʰ century Gazi İsa Bey didn't make a new hammam and that he just reshaped the present one is always present.

The Hammam in Novopazarska Banja is in use for many centuries. Since 1970 it is registered as a monument of cultural importance. Since it was not renovated for a long period in 2010 dome above the hot water pool collapsed and Hammam was closed until 2016 when it was reopened. The Hammam in Novopazarska Banja's renovation was supported by Islamic Community in Serbia and conducted according to the instructions of the Institute for the Protection of Cultural Monuments in Kraljevo (Grujović Brković, Aleksić Čevrljaković, 2016, p. 66). Today Hammam is in use.

2.1.4. Jermiše Cemetery

Tombstones as epigraphic monuments have an important place among cultural entities due to their various characteristics. They contain information on many subjects such as the socio-cultural characteristics, material and spiritual values and present life of the periods in which they were made. According to the position of the motifs and inscription, the composition of tombstones through the centuries of the Ottoman Period was changing. Unfortunately, the tombstones of the Ottoman Period in Novi Pazar have not been studied by researchers a lot. From the artistic perspective, the stones' form, ornamental composition and content have not been topics of interest for contemporary research.

A cemetery made in the Ottoman Period is Jermiše Cemetery placed between Hercegovačka and

Kraljevića Marka Streets in Novi Pazar today (Photo 10).

Photo 10. Jermiše Cemetery (16ᵗʰ Century)

There are not any documents or other sources that could give more information about this cemetery. On the other side, local people believe in some narratives[24] that developed through the times.

The name of the cemetery word jermiše is derived from the Turkish words yirmi which means twenty and şehid which means a person who died in the name of Allah s.a.w.s. As time was passing by people from Novi Pazar merged these two words and it got the name Jermiše. The conclusion would be that this is a cemetery where twenty people were buried.

Today only one tombstone's inscription is readable. This is the biggest and the most remarkable white stone in Jermiše Cemetery dating from 1010 AH, 1504/1505 AC (Photo 11). The white gravestone is today the oldest one in Novi Pazar and its surroundings. Other gravestones are dating from the 17ᵗʰ and 18ᵗʰ centuries. It could be concluded that this cemetery was used for many centuries (Premović Aleksić, 2013, p. 136).

The classification of Ottoman gravestone heading types indicates that some of them were Janissaries[25]. The uniqueness of the white gravestone and its heading indicates that the buried person might be a high-ranking statesman. Next to them, a few might be graves of Kadiri or Nakşi dervish order members[26]. Anyway, since the professional detailed research was still not conducted on a Jermiše

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[24] Narrative says that the mother was travelling with a young son who was a prince from Bosnia across Istanbul to Shiraz. Close to the Novi Pazar Fortress, at the sunset, they were sieged and attacked by unknown people. 18 following guards made a circle around the mother and the young prince to protect them and fight for them till death. The number of attackers was far away bigger than the number of guards but they were fighting with the hope that help will come from near Novi Pazar Fortress where Ottoman soldiers had their base. Guards were falling one by one and finally, the mother and the young prince also died and the attackers managed to get rich booty and valuables and escape. Day after shepherd found dead bodies and informed soldiers at the Fortress about it. The information went to Sarajevo and Istanbul and the local warden of Novi Pazar Fortress made a

decision that each one of the dead bodies will be buried at the place where they have been killed. So guards' graves made a circle and inside of it were two graves of the mother and the prince. Seven years after this occasion The Sublime Porte made a decision to put the names on the gravestones and small mausoleum (Tür. türbe) for the mother and the prince and surrounded the cemetery with sandstone slabs. Unluckily, in 1809 when Novi Pazar was attacked by the Serbian forces the cemetery was destroyed and never reconstructed (Gicić, 2011).

[25] Janissery was permanent duty paid infantry soldier in Ottoman Empire.

[26] For more details: https://www.tarihduragi.com/2016/07/osmanli-mezar-taslarinin-sembolleri-ve-anlamlari.html, [accessed September 23, 2022]

Cemetary this indication might inspire professionals for future study.

Conclusion

The Ottoman character of the Balkan and Anatolian cities. Accordingly, the city is functionally divided into three groups: religious cultural activities area, economic activities area and living area. Ottomans were putting worship and trade at the forefront of the centrality. Ottoman and local culture, geographical conditions and the location of the established buildings made the heterogeneous composition of Novi Pazar. This creates a city form consisting of elements that exist side by side individually or in groups without mutually forming each other.

Books of records, travel reports and other types of sources, city research, architectural works and present ruins of Novi Pazar show how this area was important during the Ottoman period. The existing Ottoman heritage in Novi Pazar has not yet been a holistic study area for researchers from outside of its region. Therefore, it can be said that the Ottoman works in Novi Pazar were not interpreted in the context of the developments related to culture and development within the wide borders of the Ottoman Empire. In addition, local researchers have done a little more work on the evaluation of this region. In general, the Ottoman legacy in this "other region" of the Balkans is more marginalized than many regions; Since it has become the object of political, ideological and cultural disappointment, its integrity in art history has not been established to a large extent. Although it is not possible to evaluate the Ottoman building activities in the territory of Novi Pazar as the "biggest" and "best" structures in the history of Ottoman art, these works should be examined in terms of local patronage and local conditions. Because if this heritage is evaluated considering the influence of the culture of the Ottoman Empire and the special conditions of Novi Pazar, it is possible to draw a clear research result. Until then there is hope that the present heritage will remain still and will not lose its authenticity.

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"Semiology in Architecture as a Fundamental Principle of Visual Communication in Architectural Design"

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Abstract

Semiological research explores all cultural phenomena as visual communication factors by conveying organized individual messages which become understandable for the users of the architectural space.

Architecture - buildings and its construction, the city and its urban organization can be seen as a message and visual information in architectural space.

Architects have a responsibility to the future generations to enrich and design the contemporary residential buildings, to understand the significance of a place and respond to it. Buildings should create a response to their cultural, social, historical, political, economic and physical environments.

Semiology is reviewed as a science of sign systems, as well as a science of all cultural phenomena by relying on the hypothesis that all cultural phenomena can be reviewed as sign systems. In fact, culture is reviewed as a visual communication, and architecture is a communicative act in which semiology includes its functionality.

This scientific paper identifies architecture as a system of signs and architectural codes, as well as researching the architectural theories of well-known international protagonists in architecture, exploring the theories that contribute to the aesthetics and architectural concept of the buildings and create application at the international education processes.

Keywords: *semiology, architecture, architectural theory, visual communication.*

1. Introduction

Architecture represents an activity, which signifies the culture that socially proposes new instances, through the meaning of the complete system for the functioning of the city: public traffic (tram), water supply, installations, provision of public functions, etc. The activity presented in the function of architecture is intended to satisfy the needs of the citizens in the city that represents mass visual communication.

The architect through his profession should project variable primary and open secondary functions. Accordingly, it studies in detail the systems of functions that will be applied in the city - a model of the future as a relationship between the biological, sociological, political and aesthetic data of the urban system.

Through the semiological chain, it turns stimulus into denotation and connotation. The system of denotation and connotation through the message that is a sign connotes the architect's architectural intentions. The stimulus in architecture simultaneously represents ideology. Architecture connotes a certain ideology of residential buildings (which makes available the thinking that enriches its idea and information).

1.1 Semiology and Architecture, Semantics (Science of the Meaning in Architecture)

Semiology can be reviewed as a science of sign systems, as well as a science that studies all cultural phenomena as sign systems. It continues to rely on the hypothesis that all cultural phenomena are in reality a system of signs, so that culture represents visual communication.

One of the aspects of semiology starts to encounter the greatest challenge in reality in order to define and explore the meaning of architecture. The first problem that arises before semiology as a science that tries to explain cultural phenomena, is the question of whether architectural functions can be interpreted as a form of communication.

1.2. Architecture as a Concept of Visual Communication

Phenomenological consideration of our relationship with the architectural building shows that people usually understand and interpret architecture as a communicative act, even though they don't exclude its functionality as a primary aspect.

1.3. Characterization of Architectural Form-sign

Architectural forms-signs represent codes processed on the basis of their application, which are set of structural models of communication relations with denotative and connotative meanings based on codes that define the signs. Semiological aspects represent a communicative interpretation of architecture, through which architectural buildings are interpreted as forms-signs.

The architectural building ceases to be a functional object and becomes a work of art, through the ambiguous form of different codes that it interprets through light.

It is a paradoxical how the contemporary style in our century, while there is a rapid disappearance of forms (codes and ideological platforms), in fact in historical periods forms return rapidly regardless of their natural obsolescence.

History through its different styles presents forms through their meaning. This inevitable process means that forms and systems of signs should be constantly evaluated.

That work of discovering the original and creating new contexts of a form, is defined as a semantic mission, as de-contextualization of the sign and its inclusion in the new context with different meanings. This conception follows the discovery and conservation of ancient contests.

1.4. Architectural Codes

What is does code in architecture represent? Visual codes in architecture highlight different layers of encoding, from iconic to iconological code. Through the analysis of architectural codes and elemental articulation, it can be noted that there are syntagms of certain codes with primary and secondary articulation in the form of syntactic codes or semantic codes. Semantics in architecture refers to the principles of syntactic encoding of objects whose function determines the meaning in architecture.

2. Research of Semiology in Architectural Theory

Semiological research is architectural theory that explores all cultural phenomena as visual communication factors by conveying organized messages understandable for the users of architectural space.

Architecture could be understood as a form of visual communication. Architecture - buildings and its construction, city and urban organization can be seen as a visual cultural architectural information.

Architects have a responsibility to the future generations to enrich and design the contemporary buildings, to understand the significance of a place and respond to it. Buildings should create a meaning and response to their cultural, social, historical, political, economic and physical environments.

Architectural Theory on Semiology uses different terminology:

1. Visual Communication and type of theorizing the Architectural Sign;
2. Media Concept understood as specific technologies and forms;
3. Structurality of Semiological Structural Systems;
4. Simple distinction between Structuralism and Poststructuralism in Architecture;
5. Singular, Divergent and Differently Constituted Sign.

2.1. Semiology in Architectural Theory – Charles Jencks

Architectural Theory as part of Italian Theory from 1960 finds ways to apply semiotics in architectural theory and the meaning in architecture with the protagonists: Sergio Bettini, Giovanni Klaus Koenig, Renato De Fusco and Umberto Eco.

The architect Charles Jencks in 1966 discussed semiology in the book "Meaning in Architecture" as structural and semiological ideas in architecture.

Architectural meanings share the symbols and the metaphors, as study of the visual expressive content of architecture.

According to Jencks the meanings in architecture are dependent on specific contexts, messages and conventions.

The Sign according to the architect Charles Jencks, book "Meaning in Architecture" signifiers and signifieds, as structural and semiological ideas. Charles Jencks analyses signifies as expressive codes in architecture: forms, volume, space, rhythm, colour, texture, and signifieds as content codes: aesthetic, iconography, architectural ideas, functions, social believes, technical system. According to Jencks, the symbol is form and signifier, thought is content, concept and signified, while the referent is the denotation and actual function.

2.1.1. Semiology in Arcgitectural Theory – Umberto Eco

Umberto Eco based his semiotic theory distinction between two types of codes:

1. Specific codes that refer to the language codes (form);
2. General codes that refer to the structure of language (structure).

At the same time he stresses that codes must be viewed within their cultural and social context.

Architecture and the social city (often including popular culture and consumerism) are defined by the fraction of the sign (signifier/signified), setting the lead of postmodernism architectural theory.

Umberto Eco in his book "La struttura assente" presents his version of semiotics defined as Architecture as a system of visual communication where forms are composed of the following elements:

- Denotation (Function);
- Connotation (Ideology).

Umberto Eco thought that architecture can be read with technical, syntactic and semantic codes. Advanced semiotics of architectural design can be analyzed as a relationship between architecture with mass culture.

Architectural theory preserves the fundamental structuralism of the sign.

2.2. Defining the Architectural Language – Meaning in Architecture (Denotation and Connotation) – Umberto Eco

Denotation describes the literal and obvious meaning of the sign. In architecture denotation can be reviewed as logic, common sense, literal, natural, singular and denotative meaning. Connotation describes the interaction between the sign and the values and emotions according to the culture of the users. In architecture, connotation can be reviewed as cultural, subjective, interpretative, emotional, plural, connotative meaning.

According to Umberto Eco, the sign in architecture has an architectural language that presents the architecture with the aspect of denotation (donotated utility and function) and the aspect of connotation (aesthetics, ideology, architectural meaning).

2.3. Function and Sign: Semiotics of Architecture

In the book "Function and Sign: Semiotics of Architecture", Umberto Eco applied general semiotic theory of architecture and the built environment.

In Architectural Design, function is analyzed as a form of mass communication. Function is the primary meaning in architecture.

Umberto Eco makes distinction between the denotative and the connotative aspects:

- the primary function - architecture as functional object;
- the secondary function - architecture as symbolic object.

Semiology is analyzed as a science beyond the recognized systems of signs, but also as a science studying all cultural phenomena as if they were systems of signs and culture can be understood as visual communication.

Figure 1. Architectural design vii
diploma architectural project
student: Kubra Hodo
mentor: assoc. prof. dr. Viktorija Mangaroska

2.4. Semioilogy according to the Structurialism

Structuralism is an inter-disciplinary movement in 1960-1970, Saussure made a distinction between all cultural forms by analogy with visual language.

Saussure defined the words as 'signs' (read and decode the environment).

According to Saussure, the sign is made up of the 'signifier' and the 'signified'. The "signifier" refers to the form, and the "signified" refers to the content or meaning of the building.

Structuralism has applications to the world of architecture through the discipline of semiology - the science of signs.

The work of Umberto Eco and Roland Barthes, has exposed the limitations of previous attempts by architects to 'read' the city, the best example of which has been provided by Kevin Lynch.

Figure 2. Contemporary buildings are designed to be noticed as symbols and landmarks of the place.

Some feature structures have the following characteristics: very asymmetric facades, skyscrapers twist, or break into crystal-like facets, facades are designed to shimmer or change color at different times of day, creating specific code in architecture and visual communication.

2.5. Parametric Design Strategy in Semiology in Architecture

Christopher Alexander analyzed the parametric design strategy, as a set of symbols and metaphors of complexity and contemporary design.

In the book "The Synthesis of Form," Christopher Alexander describes its analytic and synthetic model as a way to find a sophisticated design methodology.

Christopher Alexander reflects on his own tree-like diagrams, in a research "A City is Not a Tree,", by many of the new cities – British new towns, that define functional separation of parts and hierarchical structures.

An example of a semi-lattice or "natural" city was Cambridge, England, where the individual colleges, instead of forming a defined campus separate from the town's activities.

Figure 3. Example of "natural" city was Cambridge, England, according to analysis of Christopher Alexander

Broadbent, made a research on syntactics, entirely different from that simultaneously suggested by Eisenman.

Though algorithmic process proposed by Broadbent, four structures for architecture with syntactics were analyzed: pragmatic (trial-and-error), typologic (types), analogical (analogies), and canonic or geometric design.

Parametric design strategy can be reviewed as a set of symbols and metaphors of complexity and contemporary design as a code in architecture by the geometric design method analysis.
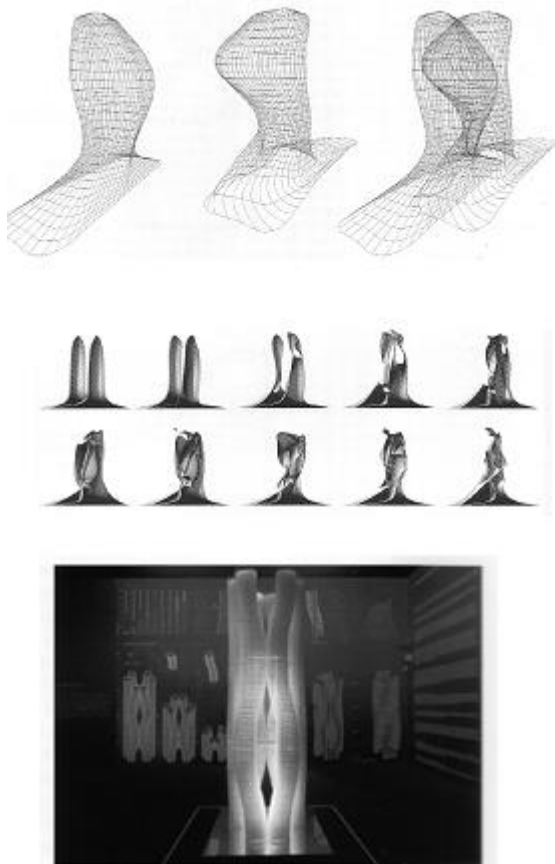
Figure 4. Geometric design method analysis in parametric architecture

Figure 5. Heydar Aliev Cultural Center, Zaha Hadid Architects - symbolism of parametric architecture

2.6. Semiology and the Urban Design – Roland Barthes

Roland Barthes addresses the language of the city in 'Semiology and the Urban', from his post-structuralist period: analyzed "the city as a discourse, and this discourse is truly a language, the city speaks to its inhabitants, with regular correspondence between signifiers and signifieds."

According to Roland Barthes the city is like "a poem which unfolds the signifier and it is this unfolding that ultimately the semiology of the city". Barthes believes that the problem of the city acquires a secondary meaning in relation to the "arrangement of signs". Therefore, in an attempt to understand the city semantically, we must understand the system of signs, as well as to understand that every city is a structure. Semiology never reviews the existence of a finite meaning with which every cultural complex has countless metaphorical chains, the meaning of which is different from the appearance of the sign itself. Semantic value has seen as a structure of concrete meanings. Opposing the free play of signs to the movement of meaning, in relation to the projecting of the guard, could have an architectural activity towards the creation and creation of new signs and forms in architecture and urbanism.

Scott Brown, in the book "The Meaningful City" analyzed the city under the four themes of perception, messages, meaning, and the modern image.

Urban Parametric Design defines a set of symbols and metaphors of complexity and contemporary design as a code in architecture by modeling of urban infrastructure systems, modeling software, showing the resources for a proposed urban design project.
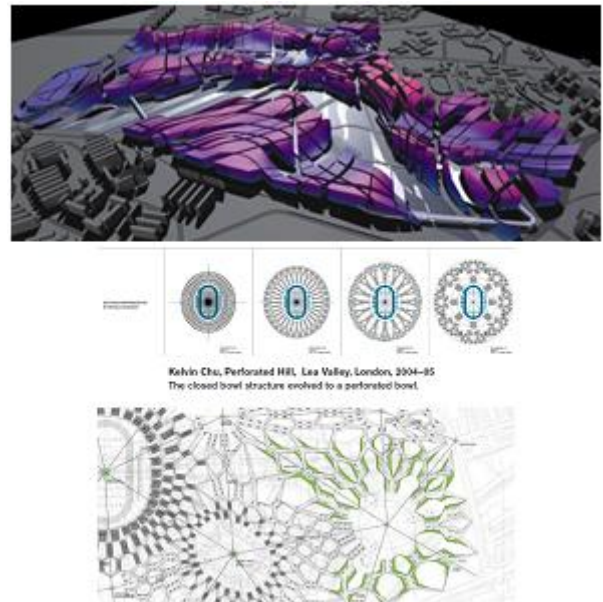
Figure 6. Urban Parametric Design - Modeling of urban development infrastructure and landscape design. modeling software, showing resources for a proposed urban design project

Conclusion

Semiology is reviewed as a science of sign systems, as well as a science that studies all cultural phenomena by relying on the hypothesis that all cultural phenomena are sign systems. Culture is analyzed as a visual communication, and architecture is a visual communicative act in which semiology includes its functionality.

Architecture has a persuasive speech of communication, which is defined through scientific premises, which connects the known and accepted arguments defined by the message sent by the architects. Architecture and its mass communication is subject to rapid obsolescence and changing connotation and meaning. Architecture is also subject to market laws and other artistic activities as products of mass communication.

The architect needs to articulate architectural signs to denote function. The architect through his profession should create architectural project with primary and open secondary functions.

Accordingly, it studies in detail the systems of functions that will be applied in the city - as a model of reality as a relationship between the biological, sociological, political and aesthetic data of the urban system.

Though semantic study of the environment and architecture, architects can discover the meaning of the buildings and the urban context.

Architects should know how to configure the code in architecture through its own forms-codes in order to connect it with other codes. The code represents a structure, and the structure is a system of relations separated from a certain point of view by further simplifications in relation to some operational functional intention in the architecture. Semiological research is fundamental principle of visual communication in architectural design.

This scientific paper identifies architecture as a system of signs and architectural codes, researching the architectural theories of well-known international protagonists in architecture, exploring the theories that contribute to the aesthetics and architectural concept of the buildings and create application at the international education processes.

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Spatial Analysis in Istana Balai Besar, Kota Bharu, Kelantan

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Abstract

The traditional Malay Royal Palace in Malaysia is an important architectural heritage, formerly known for its iconic timber architectural. This well-known historic building serves as a residence as well as an administrative centre. One of the most notable palaces in Kelantan is Istana Balai Besar, renowned for its architecture. In between 1884 to 2021, Istana Balai Besar has undergone several transformations. Many Malay settlements have also existed around the palace since its construction. This article analyses the Istana Balai Besar space transformation. A documentation analysis and case study were employed based on the Measured Drawing by KALAM, UTM 1976. In 2021, a Measured Drawing was conducted to assess the differences between both Measured Drawings in 1976 & 2021 through a site visit. The investigation involved observation techniques, photography, and informal interviews. Implementation of a repertory grid includes a historical line of space transformation, layout comparison, and a Structural Permeability Diagram that analyses the space transformation in Istana Balai Besar. Consequently, consumer needs and the expected urbanization process would threaten the preservation of Malay craftsmanship in Malay timber architecture. Malay architecture is not only based on the physical aspect but also the craftmanship expertise and knowledge, as well as the crafting process involving materials and tools. Since the palace is timber-made, the loss of carpenters expertise causes a considerable impact. Their prior knowledge and skills passed down through generations are lost. Many younger generations have moved to the city, searching for better career opportunities that are more appropriate for city life. Eventually, Malay communities will experience severe problems in building conservation, especially the search for future Malay carpenter skills.

Keywords: *Istana Balai Besar Kalentan, space, transformation.*

1. Introduction

Malay society is strongly intertwined with customary influences, as mentioned in an old Malay proverb; "biar mati anak, jangan mati adat". The word 'adat' is a derivative from the Arabic word 'adah', which includes customs, rules, and laws. Custom refers to the social behaviours or routines, norms, rules, and procedures that society applies in daily life and the uses the word adat to describe "common rules or behaviours" [1]. From a cultural perspective, this refers to the cultural norms that should be obeyed. Indigenous culture is very prominent in the community. The influences are not just on aspects of daily life but also architecture. For example, the development of Malay traditional architecture is related to customs passed through generations [1]. However, [1] claimed traditional Malay architecture is a part of traditional Malay culture and tradition, applying the same approach without any modifications.

Across generations, the building construction method is original and unchanged. These include the custom of building construction, 'tiang seri' ceremonies, day selection, material selection, 'majlis doa selamat', and other ceremonies. Religious beliefs, philosophies, and society emphasize the adoption of 'customs'. The latter also considers it sacred, breaking from the custom means disaster [1]. As a result, its importance in the construction of traditional architecture is vital. The term 'custom' symbolizes a society culture and behaviour.

1.1 Research Objective

The research aims to expand previous studies on the architectural space planning of Istana Balai Besar. The research objectives are to identify the layout and space transformation of Istana Balai Besar. This research benefits from recording the spatial organization and palace changes as an inventory document in the future.

1.2 Research Issues and Problems

Previous scholars have performed extensive research on the architecture of Istana Balai Besar, one of the traditional palaces in Kelantan, e.g. [1]- Laser scanning on Istana Balai Besar, [1]- Spatial structure for Malay Royal Town in Kota Bharu, [1]- 3D Geospatial Technique. The architecture of Istana Balai Besar has evolved throughout the pace of urbanization. Previous research lacked the study on space transformation and the evolution of Istana Balai Besar since its construction in 1884. This study observes these changes throughout the 137 years of its existence (1884 – 2021).

2. Research Methodology

Between 1884 to 2021, Istana Balai Besar has undergone several transformations. Many Malay settlements have also existed around the palace since its construction. This study implemented a case study technique on Istana Balai Besar. Other studies on the traditional architecture in Malaysia widely utilised Measured Drawing processes. In addition, the description of space transformation in Istana Balai Besar also included direct and participant observation, visual analysis, and photography techniques. Google Maps, Drone Dji Mavic Mini 1, and AutoCAD 2018 illustrated the current architectural layout plan of Istana Balai Besar in 2021. Identification of spatial relationships using the Floor Plan utilised the Structural Permeability Analysis. Finally, this study also developed the repertory grid technique with the support of archive documents from Measured Drawings, KALAM UTM [1], Measured Drawings in 2021, and one-on- one interviews with the Guardian of Istana Balai Besar, who served in the Palace for over 35 years.

3. Traditional Malay Royal Palaces

Timber is a common building material in traditional Malay architecture. Traditional craftsmen or 'tukang' applied this material in constructing houses, mosques, and even palaces [1]. They have the technology and expertise to manipulate timber in construction. Furthermore, the Malay community skills in timber construction are prominent with remarkable workmanship and the architecture portrayed in the palace. The Sultan (King) hires experts known as the 'Tukang Istana' (Istana Balai Besar Guardian, 2021). Tukang also acts as a Pawang or Shaman since mysticism is still a general belief in the past. They carefully select the palace site depending on their knowledge. The royal family

and influential leaders lived in palaces in towns surrounded by traditional Malay settlements [1]. The palace existence also provides opportunities for the surrounding community to benefit through various jobs available there. There are palaces located on hills for good views and safety [1]. Other settlements are located around the lower hillside. Only palaces are authorized to be walled or fenced off due to their reputation as important public institutions [1]. The Malay city layout must incorporate the traditional Malay palace, public open space, and a market [1]. Besides housing the royal family, the traditional Malay Royal Palace also functions as the Sultan administrative centre [1]. These palaces also monitor and control the community peace and well- being. The Sultan hears and makes the decisive decision on any conflict between nobles and regular citizens. Furthermore, the palace serves as a knowledge centre and fosters the spread of Islam and its teachings through society [1]. The Sultan also announces new regulations or laws for the people and his nation at the palace. The space planning layout is another crucial element in traditional Malay palace architecture. The most prominent design layout is a sporadic design layout in which palace structures are spacious and expansive. There are also vertical building spaces designed for palaces more than one storey in height [1]. This style depends on the state, but none are constructed over two storeys using timber, except Istana Seri Menanti in Negeri Sembilan.

3.1 Functions of Traditional Malay Royal Palaces

Traditional Malay Royal Palace serves various functions and purposes for the Sultan and people (Figure 1), mainly housing the Sultan, his royal family, and his entourage. It also serves as the administrative centre [1]. The palace also hosts foreign dignitaries from other countries. The celebrations are often performed in the palace and attended by aristocrats [1].

Figure 1. Functions of traditional Malay Royal Palace (Source: Abdullah, 2021)

4. Istana Balai Besar, Kota Bharu, Kelantan

Kota Bahru, Kelantan developed around Sultan Muhammad II new palace, Istana Balai Besar, constructed in 1845 on the east bank of the Kelantan River [1]. Located near Open Square (Padang Merdeka) in the city centre, Istana Balai Besar is the palace of the Sultan who ruled from 1839 to 1886 and represented his supremacy. It is a single-storey Cengal wood palace surrounded by a sturdy palisade. Istana Balai Besar is a historic palace covering 175,000 square feet with the main palace in the centre, surrounded by houses of small royal families in the past. It was introduced as a new palace to replace Istana Kota Lama, renowned as Kelantan's administration centre in the nineteenth century. This palace functions as Sultan Kelantan official office as well as the official government reception. It is famous for the main hall, throne, and collection of royal dignity material. Traditional palaces are exclusive for official ceremonies such as Sultan Coronation Day and Sultan Birthday. It also showcases numerous traditional and government artefacts [1]. The original design of Istana Balai Besar consists of a square grid and a formal layout of the main building with lots of spaces enclosed using timber walls. The royal palace, particularly those of high rank, are ornamented with decorations representing their noble status. The overall building exemplifies Malay craftsmanship expertise. Its outstanding architectural characteristics, including beautiful wood carvings from the past century, is highly valued. There are numerous traditional carving motives in the palace interior and exterior, from various carving panel structures to timber wall

facades in the main hall and additional rooms (Figure 2).

Figure 2. Istana Balai Besar in 2021 (Source: Abdullah, 2021)

5. Analysis

Istana Balai Besar is a two-storey traditional Malaysian timber palace in Kelantan and still survives even after more than a century ago. However, the layout has a significant change after conducting documentation analyses. Most of the spaces were demolished during layout comparison betweenS 1976 to 2021 (Figure 3).

Figure 3. Floor Plan between 1976- i (Source: KALAM, UTM Measured Drawing) and 2021-ii (Source: Measured Drawing FSE, UMK, 2021)

A total of 242 Cengal timber columns built the main structure of the palace. Three different sizes of wood make up the primary pillar structure of Istana Balai Besar; 200 x 200 mm, 160 x 160 mm, and 100 x 100 mm. Balai Surung Hadapan, Balai Bujur, Balai Surung Tengah, Balaitung Seri, Throne Area, Sultan Room, Kitchen, Doctor Room, and Store (Table 1). There are eight entrances, three of which acts as the main entrance.

Table 1: Space and area in Istana Balai Besar (Source: Abdullah, 2022)

No	Space	Area (m2)
1	Balai Surung Hadapan	801 m2
	Balai Bujur	
	Balai Sulur Tengah	
2	Balairung Seri	676 m2
3	Throne Area	26.3 m2
4	Sultan Room	122 m2
5	Kitchen	92.5 m2
6	Doctor Room	24.8 m2
7	Storage 1	265 m2
8	Storage 2	111 m2
	Total	2118.6 m2

A significant portion of carvings in the palace utilizes 'Ketam Guri' and 'Daun Sesayap' motives on panels of Dinding Janda Berhias in the palace interior. These embellishments are emblems of the royals wealth and power, and more wood carvings indicate a greater Sultan [1]. Traditional palace space layout comprised of horizontal planning between privacy zone and public space.
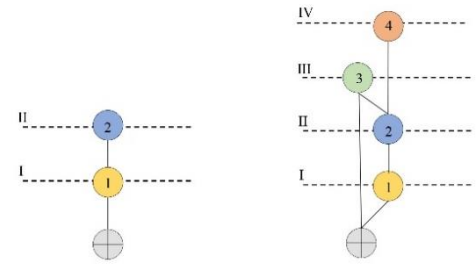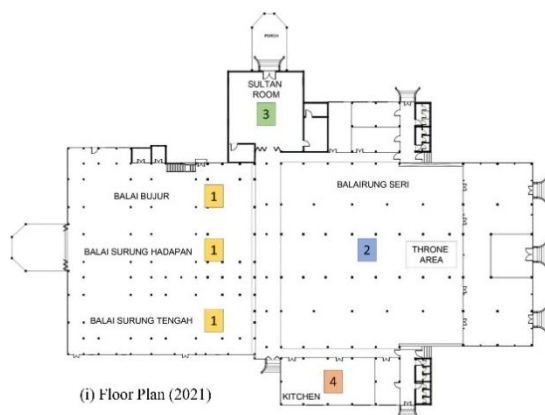
(i) Floor Plan (2021)

Figure 4: Structural Permeability Diagram (Source: Abdullah, 2021)

Based on the Structural Permeability Diagram, Istana Balai Besar space has two divisions (Figure 4). The transition rooms (1) for the next space are Balai Surung Hadapan, Balai Surung Tengah, and Balai Bajur. Analyses indicate the floor plan demarcation by 100 mm steps from space (1) to (2). Ruang Balairung Seri and Throne Area is the second and major area of Istana Balai Besar. This separation defines the horizontal hierarchy of space in a spatial configuration. Sultan Room (3) and Kitchen (4) is private room inaccessible to the public. A 1,050 mm wide timber staircase (21 steps) connects the space vertically to a Store Room on the first floor, mainly to store medals and trophies. Data demonstrate that the area in Istana Balai Besar had changed in many ways. Table 2 shows the corroborations by the KALAM UTM Measured Drawing Report, UMK Measured Drawing, and interviews with the palace guardian.

Table 2: The space transformation in Istana Balai Besar from 1837 to 2021 (Source: KALAM UTM Measured Drawing Report 1976 and UMK Measured Drawing in 2021)

No	Element	Sultan Muhammad II (1837-1886)	Sultan Muhammad III (1889-1890)	Sultan Muhammad IV (1890-1920)	Sultan Ismail, Sultan Ibrahim, Sultan Yahya Petra (1920-1976)	Sultan Ismail Petra, Sultan Muhammad V (1979 – 2021)
1	Built Area		No changes	Additions	Additions	Additions
	Spaces	Balai Pacapersada Balai Surung Bilik Perasapan Rumah Ibu Kelong Dapur Lintang Jemuran		Balai Bujur Balai Surung Balai Surung Tengah Balai Surung Depan Balai Tambahan Dapur Teh Bilik Mesyuarat Undangan Negeri Pejabat Adat Istiadat Diraja	VIP room Pejabat Ketua Istiadat Diraja	The VIP room was changed into the Sultan waiting room Balairung Seri was extended Second floor Bilik perasapan changed to store
		Demolished parts:	Demolished parts:	Demolished parts:	Demolished parts:	Demolished parts:
					Demolished parts: Jemuran Rumah Anak Kelong Balai Tambahan	Demolished parts: Pejabat Ketua Istiadat Diraja

Contradicts to the traditional Malay houses asymmetrical layout, the symmetrical layout is

essential in palace design [1]. This element is noticeable in Istana Balai Besar (axis), where the axis line in the middle of the palace entrance facing the Throne Area as the focal point. Figure 5 illustrates the floor plan symmetry and the palace interior space.
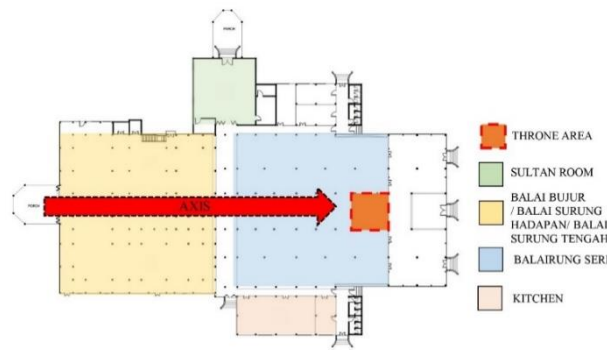
Figure 5: The axis in Istana Balai Besar
(Source, Abdullah, 2021)

6. Findings and Discussion

Malay architecture is not only based on the physical aspect but also the Tukang expertise and knowledge, as well as the crafting process involving materials and tools. Similarly, Tukang expresses and embodies the concept of Malay craftsmanship in their work. They are more than just builders; they perform spiritual duties connecting Malay cultural beliefs to the Malay houses and the construction process. Three zones divide the interior of Istana Balai Besar. Different floor level heights define the hierarchy of the open interior space. The palace constructed of Cengal wood has transformed many factors. Istana Balai Besar originality is affected by this transformation since the entire structure is timber-made. Between 1837 to 2021, Istana Balai Besar experienced various spatial changes. However, the demolition of the space occurred during the reigns of Sultan Ismail Sultan Ibrahim and Sultan Yahya Petra (1920-1976). Several areas have been destroyed including Jemuran, Rumah Anak Kelong, and Balai Tambahan.

Conclusion

Nowadays, cities population is exceeding its rural counterpart, hence the nicknamed "Century City". More than half of the global population currently live in urban areas [1], and the importance of urban land planning and usage becomes the main concern to assess its sustainability. Malaysia is no exception,

in which the percentage of urban residents is 62 per cent (about 14 million people), while the number of rural residents is decreasing. Cities entire population is expected to increase by more than 85 per cent (almost 35 million people) by 2050. This scenario demonstrates that the urban area is becoming a more crucial human habitat for Malaysia in the future. This issue directly impacts Istana Balai Besar. Since the palace is timber-made, the loss of carpenters or Tukang expertise causes a considerable impact. Their prior knowledge and skills passed down through generations are lost. Many younger generations have moved to the city, searching for better career opportunities that are more appropriate for city life. Eventually, Malay communities will experience severe problems in building conservation, especially the search for future Malay carpenter skills.

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The Evolution of Interior Architecture in Lobby Design at Heritage Colonial Building in Malaysia

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Abstract

Since British administration in Malaysia till declared as Independence 1957, Malaysia adopted the architectural style with strong local identities fit the climate. Colonial heritage building in Malaysia most of covered by UNESCO especially in Penang and Melaka. However, some part in Malaysia not covered cause of characteristic guideline by UNESCO where not reorganized as colonial heritage building. With the rapid development of tourism in Malaysia, the spike of development hotels in colonial heritage building influence at capital city in Malaysia especially Kuala Lumpur, Penang and Melaka is moderate value with the colonial heritage building was upgraded as heritage building even not recognize by UNESCO but gazetted by National Heritage Department of Malaysia. This paper focus on interior architecture evolution of the lobby's hotel profound colonial heritage building exemplar for Malaysia based on case study selected. Ultimately, the strong recommendation and guidelines in interior architecture colonial heritage building as inspiration to publish. In conclusion, this research to discuss the criteria elements in lobby hotel and create the guidelines interior architecture at colonial heritage building for future references.

1. Introduction

British colonize of Tanah Malaya almost 200 years and left many heritages colonial building in Malaysia. During the time, that laid out the urban fabric and had defined an environment that was most suitable for climate and cultural of the people (Tajuddin,2018). Regarding definition by National Heritage Act 2005, heritage building categories as building or groups of separate or connected building which, because of their architecture, their homogeneity or their palace in the landscape, are of outstanding universal value from the point of view of history, art or science. Hotel lobby design in colonial building is highlight as the research to determine the design at the space.

2. History of Lobby Design Hotel

Lobby is the greatest impact of guest and on visitors to the hotels (H.Penner, 2013). In the observation researcher lobby design in heritage colonial building is small space depends the area of building. The sizes of the space at lobby hotel based on existing layout plan that architect build the building.

2.1 History of Colonial Building in Malaysia

Many situations happened at Tanah Malaya before Independence Day in 1957. However, the building colonial style is influences any consists especially from European, Chinese, Malay and Indian where its modified by Malaysia environment and culture elements.

These included:

- Indian Kingdoms (7th – 14th Centuries)
- Malay Vernacular (pre-15th Century to present)
- Straits Eclectic (15th Century to mid-20th Century)
- Chinese Baroque (19th Century to early 20th Century)
- Chitya Indian Vernacular (15th Century to Mid-20th Century)
- Colonial (17th Century to mid-20th Century)
- Modern (1950s – 1980s)

Figure 1. Sultan Abdul Samad Building in 1920

Table 1. The size based on types of hotels (Source: Hotel and Resorts planning (1995))

Types of Hotel	Lobby Area (m²)	Room (Sq ft)
Budge Budget hotels, motor and airport hotels	0.5	5
Resort Resorts hotels, city center hotels	1.0	11
Hotel Hotels catering for large convention group or multiple activities (casino, shops)	1.2	13

2.2 Development of Hotel Lobby in Malaysia

The guideline hotel in Malaysia was highlight from Ministry of Tourism, Art and Cultural Malaysia (MOTAC) where the classification category of boutique hotel is premises offers friendly, personal and luxurious services with unique and distinctive concept and design (MOTAC,2021). The minimum requirement for stars rating in hotels are based on (Malaysia Association of Hotels Minimum Requirement for Star Rating of Hotels, 2002). Reception area - (hall, lounge, lobby) main entrance, facilities for the disabled.

- Well-appointed & well-decorated spacious lobby/lounge with sitting reading and writing area commensurate to the size of hotel with sitting facilities.
- Having suitable main entrance with special provisions for the disabled.
- Non-smoking area is made available.

2.3 Spatial Organization

Spatial organization is actually how the space is doing and organization on the space is arranged very well. Organization is systematic arranging or coordinated parts into a coherent unity or functioning whole. K.Ching (1995).

The extensive of lobby areas is depending to widen the hotel. Each hotel is different design and approach at lobby area. Large hotels, which need to attract public interest, usually emphasize the expansive, even spectacular, extension of space as in atrium design. In the case, the lobby usually includes restaurants, bars, kiosks, and lounges-on one floor or with mezzanine levels-sharing the same space (Lawson,1995). The space for lobby area must be follow the architectural character, space and functions to be accommodated. Lawson (1995).

Conclusion

In this study, the lobby hotel represents the identity high end of hotel and classification of types hotel. Colonial British building in Malaysia each design as own character of the building. Many older hotels are designing their lobbies to become easier to use and more efficient in creating a homey environment for travelers. Retail, lobby bar, rental car, concierge and business center services are few outlets standard lobby fixtures. Worcester (2000).

The researcher was determining the achievement of this objectives in the research was apply in lobby heritage hotel is: *Adaptive re-use* - The approach method was applying in interior and exterior lobby heritage in British colonial building. *Conceptual-*

Understand the character and elements on building was significance factor to apply the concepts include the functionality of interior design in lobby area and the last *is systematics planning of interior design-* The arranging and coordinated plan in interior design lobby at heritage hotel based on spatial organization was apply success by hotel management.

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Standard Evaluation of Type C General Hospital in the New Normal Era in West Java

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Abstract

Hospitals are not only medical facilities, but several standards must be met based on government regulations according to the type, including facilities, infrastructure, and physical design that will affect the comfort and well-being of patients. In the new-normal era, the application of health protocols is a must in hospitals. This study aims to identify the application of standards in type C hospitals and determine how hospitals implement health protocols. The study used a descriptive qualitative method by taking a sample of 4 hospitals with a purposive sampling model, including Kasih Bunda Hospital, Edelweiss Hospital, Muhammadiyah Hospital, and Mitra Anugrah Lestari Hospital. Based on the study results, it was found that not all hospitals met the standards or regulations issued by the government. At the same time, the hospital that best meet the standards was the Edelweiss Hospital which was also recently inaugurated in the new-normal era. In contrast, other hospitals that were built for a long time did not pay attention to the standards, especially the implementation of the new-normal hospital.

1. Introduction

1.1. Background

The province with the largest population reaching 49.94 million people according to the Population and Civil Registration Service Data in 2021 is West Java Province which has an area of 35,377.76 km2 resulting in an increasing need for facilities and infrastructure that supports the rate of population growth, especially in health facilities, namely hospital. Based on the Regulation of the Minister of Health Number 30 of 2019 in Article 18 paragraph (1) that type C general hospitals are hospitals that provide services at least 4 (four) basic specialties and 4 (four) supporting specialties. The hospital is not only a place that provides medical facilities, but there are several standards that must be met in accordance with the Regulation of the Minister of Health Number 30 of 2019 according to the type, both technical and non-technical standards that will affect the quality of the hospital.

The existence of a global pandemic determined by the World Health Organization, namely COVID-19 which appeared in early March 2020, causing a decline in health levels, has had a huge impact on human life, namely a new era or commonly called the new normal. New normal is a new period for human life that must be lived by paying attention to and complying with the health protocols issued by the government in minimizing the spread of the COVID-19 virus (Fatimah, 2017). Having health facilities in the form of a proper and quality hospital by adjusting to the new normal era is a must in current conditions. Hospitals need to implement several aspects that adjust to the adaptation of new hospital habits issued by the government, including the application of health protocols in the form of screening at entrances, facilities for checking body temperature, facilities for washing hands, and the implementation of maintaining a safe distance.

1.2. Purpose

This study aims to compare and identify the appropriate standards in type C hospitals and to determine the extent to which hospitals have implemented type C hospital standards and the implementation of health protocols in the new normal era by taking a sample of 4 hospitals with similar types as case studies in West Java Province, including Kasih Bunda Hospital, Edelweiss

Hospital, Muhammadiyah Hospital, and Mitra Anugrah Lestari Hospital.

2. Literature

2.1. Type C General Hospital

Hospitals must have services that have quality according to their class (Listiyono, 2015). In designing a proper and quality hospital, it is necessary to have an effectiveness that supports all activities of hospital users, both health workers, patients, and visitors. Standardization includes rooms, facilities, interior design, and the application of health protocols in hospitals in the new normal era. Standardization refers to the theory regarding hospital design standards and applicable regulations in government regulations regarding type C general hospitals. Hospitals must meet the requirements according to the rules including building planning, technical requirements for facilities, technical requirements for infrastructure, accessibility, and proper layout. support health services in a plenary manner (Ministry of Health, 2010).

2.2. Type C General Hospital Standard

Hospitals must have services that have quality according to their class (Listiyono, 2015). In designing a proper and quality hospital, it is necessary to have an effectiveness that supports all activities of hospital users, both health workers, patients, and visitors. Standardization includes rooms, facilities, interior design, and the application of health protocols in hospitals in the new normal era. Standardization refers to the theory regarding hospital design standards and applicable regulations in government regulations regarding type C general hospitals. Hospitals must meet the requirements according to the rules including building planning, technical requirements for facilities, technical requirements for infrastructure, accessibility, and proper layout. support health services in a plenary manner (Ministry of Health, 2010).

2.3. Building Planning Standard

Hospital building design planning is a complex matter that is not only about the physical layout, but it is necessary to synchronize the flow of hospital user activities (Singh & Lillrank, 2017). There are several specific principles that must be met related to accessibility that govern the activity flow of hospital users based on the Type C Hospital Technical Guidelines, including:

a) Have a minimum of 3 entrances consisting of the main entrance, the emergency room entrance and the service entrance.
b) The entrance and lobby have an attractive design so that visitors can recognize the main entrance.
c) Separation of public corridors consisting of corridors for medical staff and corridors for patients to reduce congestion and impediments to mobility that may occur.
d) The corridor must be empty, there are no goods, materials, materials or garbage disposal that can hinder people walking in the corridor.
e) Outpatient flow does not go through the inpatient area.

2.4. Technical Standards for Hospital Facilities

Hospital facilities are all things related to the physical hospital building that can be visualized by the eyes and the five senses to be touched that are easily recognized by hospital users (Ministry of Health RI, 2010). In meeting a hospital that meets the standards, there are several requirements that must be met including:

Ceiling
- Ceiling must be strong.
- Ceiling using light colors.
- The ceiling is easy to clean.
- The ceiling height in the room is at least 2.70 m
- The ceiling height in the corridor is at least 2.40m.

Wall & Partition
- Wall must be hard.
- Non-hollow walls.
- Walls are made of fire-resistant materials.
- Walls are made of stainless material (anti karat)
- Walls must be waterproof.
- Walls have no joints.
- Walls ae not glossy.
- Walls are easy to clean.

Floor
- Floors must be made of strong materials.
- Floor has a flat surface.Lantai tidak licin.
- Light colored floors.
- Floors are easy to clean.
- There is an arch between the floor and the wall for easy cleaning.

2.5. Hospital Infrastructure Technical Standard

Lighting
Lighting is one of the important elements in space requirements that can affect comfort and activities in hospitals (Santosa, 2006). In accordance with the standard technical guidelines for class C hospital facilities and infrastructure, the hospital lighting system must meet the requirements of having natural and artificial lighting, including emergency lighting according to its function.

Ventilation
The ventilation system in hospitals is something that must be considered because it affects the comfort, especially for patients and nurses at all times (Santosa, 2007). There are several requirements based on the Standards for Technical Guidelines for Class C Hospital Facilities and Infrastructure, Ministry of Health, Republic of Indonesia, including:
- Must have natural ventilation and/or artificial ventilation in accordance with the needs and functions.
- Must have permanent openings, louvers on doors and windows, and vents that can be opened.

Disabled Accessibility
- Toilets available for the disabled and the
- Toilets available for the disabled and the elderly
- There are stairs and lifts for disabled and elderly people.

Public Infrastructure/ Facilities
In hospital buildings, infrastructure and facilities must be provided to meet the needs of users in carrying out all activities in the hospital. The infrastructure and facilities that must be available include the following:
- Prayer room available
- Toilets available.
- Trash bin available.
- Availability of communication and information facilities.

Space Organization and Circulation
The organization and circulation system is an important aspect of the hospital. Circulation will affect the ease of user accessibility (Suci et al., 2019). The selection of the circulation system can determine the shape of the building, in hospitals the circulation system that can be used effectively in the main room is circulation with an open magistral type, this type allows the building to be expanded (Neufert, 2003).
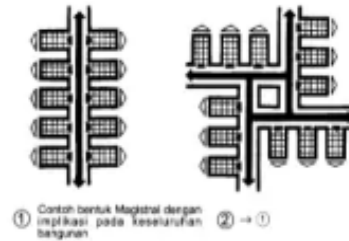
Image. Magistral Circulation of the Overall Hospital Building

Source: Architect Data Volume 2: Ernst Neufert

The picture above shows the shape of the open magistral circulation which can be used as the main circulation in the hospital building.

2.6. Layout Standard

Emergency departments
In emergency services, all actions need to be effective and efficient (Wiyono & Sulastri, 2016). As a unit that provides a full 24 hour service, in supporting work efficiency it is necessary to have standards, especially in terms of room layout which will affect the level of patient convenience. The following are some of the standards in the technical guidelines for type C hospital facilities and infrastructure:
- Emergency room area must be located in front of the hospital.
- Location of the ER is recommended close to the radiology installation.
- Spatial planning in the ER should not allow cross-circulation which interferes with health workers in providing treatment.

Outpatient Installation
The standards according to the technical guidelines for type C hospital facilities and infrastructure are as follows:
- The location of the polyclinic is close to the administration department, especially medical records, close contact with pharmacies, and radiology.
- The location of the pediatric clinic is close to the obstetrics clinic, not close to the pulmonary poly.

Inpatient Installation
Inpatient installations play an important role in health services in hospitals (Herawati, 2015). The standards that support activities in inpatient installations according to the technical guidelines

for type C hospital facilities and infrastructure are as follows:Letak seluruh ruangan menerapkan pola hubungan antar ruang dengan skala prioritas yang harus dekat.

- Space organization should be made in a linear manner that affects the circulation of space user activities that require high moving speed.
- The inpatient building is located in a quiet area and has accessibility from inpatient support facilities.

2.7. New Normal Hospital Application Standard

Based on government guidelines on technical hospital services during the adaptation period for new habits, strict security procedures are needed to comply with health protocols according to standards that prioritize the safety of patients and medical personnel. In dealing with COVID-19 cases, the government has issued various policies such as social distancing, how to wash hands, use masks, and other social restrictions (Utami et al., 2021). The requirements for hospital arrangements during the new normal adaptation period are as follows:

a. Arrangement of service flow Patients who enter through the main door can go through the Emergency Room (IGD) or outpatient area in three ways, namely:

- Directly come to the hospital with a screening process.
- Through referrals that must go through a screening process.
- Through online registration.

b. Screening

Screening is the process of screening patients who are evaluated and screened according to criteria and epidemiological history with the following steps:Mencuci tangan dengan air mengalir.

- Used masker
- Body temperature check.

c. Triage

Triage is the process of determining the need for patient care. Triage is carried out at the patient entrance, namely in the Emergency Room (IGD) and the outpatient entrance.

3. Research Method

The research uses descriptive qualitative research methods with object comparison models through tables and check lists. Research with qualitative descriptive methods is used to define and analyze problems by means of description and observation (Koh & Owen, 2000). Data were collected through observations which were then compiled in a comparative table for analysis related to type C hospital standardization and health protocols applied by hospitals in the new normal era. The completeness of the data is compared with the standardization of the results of the study of government regulations and several studies discussed in the literature review.

As a public building, hospitals are required to meet the standards that have been determined by applicable regulations. Evaluation of public buildings is carried out to find out how far the hospital has met building standards in accordance with applicable regulations. Evaluation needs to be done on the system that has been running to find out the positive aspects that encourage the use of the system and identify factors that cause obstacles (Firmansyah et al., 2021; Rangga et al., 2020).

Sampling research using purposive sampling technique. Purposive sampling is one technique in taking samples from data sources with certain criteria (Sugiyono, 2013). The criteria to be taken in the study are four hospitals with the same type, namely type C, located in West Java.

4. Discussion

4.1. Comparison of Building Planning Standards

Hospital building planning standards at each hospital were found to be different depending on the ability of how the hospital can manage and apply the rules that have been set according to the standard. In the appendix table, it can be seen that the hospital that most meets the building planning standards is the Edelweiss Hospital which meets seven of the eight building planning standards.

The first three variables regarding the availability of three entrances were met by all hospitals except Mitra Anugrah Lestari Hospital which only had one main door which could potentially hamper the rate of hospital users if it was crowded. Standards regarding the main entrance that must be properly designed are only met by Edelwiss Hospital and Muhammadiyah Hospital. The description of the main entrance comparison for each hospital:

Sampling 1: Kasih Bunda Hospital

There is no processing in the main entrance area so that visitors do not recognize the main door.

Sampling 2: Edelweiss Hospital

The main entrance is made attractive with material processing and a sign system so that visitors can easily identify the main door.Sampling 3: Muhammadiyah Hospital

The main entrance is made attractive with color processing and wide openings so that it is easy to recognize the main door.

Sampling 4: Mitra Anugrah Lestari Hospital

There is no main entrance processing, the atmosphere is dark and the location is protruding so that it is difficult to find visitors.

From the result of four hospitals sampling of main entrance, it can be concluded that processing at the main entrance is an important aspect of the hospital because it makes it easier for visitors to recognize the main entrance of the hospital.

Standard variables regarding corridors are also an important aspect in hospital building planning. Corridor is a connecting area between rooms that must be passed by all hospital users. However, in four hospitals there is no separation between the public corridor and the patient corridor, which causes traffic jams when visitors are busy. The description of the comparison of building planning standards related to corridors in four hospitals:

Sampling 1: Kasih Bunda Hospital

There were items placed in the corridor blocking the way.

Sampling 2: Edelweiss Hospital

There is nothing that can block people's way.

Sampling 3: Muhammadiyah Hospital
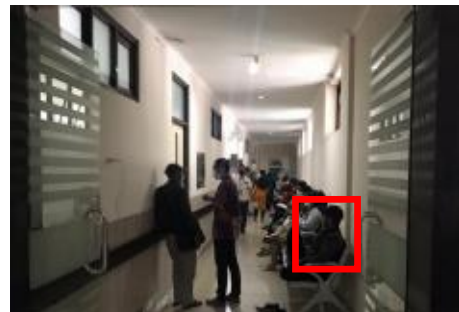
Along the corridor area filled with waiting chairs blocking the way.

Sampling 4: Mitra Anugrah Lestari Hospital

There are items placed in the corridor area such as waiting chairs.

From the result of four hospitals sampling of main entrance, it can be concluded that the corridor should not be filled with items that can interfere with the movement of people like in the Edelweiss Hospital.

4.2. Comparison of Technical Standards for Hospital Facilities

The results of the comparison of technical standards of hospital facilities consisting of requirements related to interior elements, namely ceilings, walls, and ceilings in four hospitals, it was found that there were still many standard variables that had not been met related to interior elements on the hospital floor in accordance with the Technical Guidelines for Facilities. Type C Hospital issued by the Indonesian Ministry of Health. The description of the comparison of technical standards at the four hospitals:

Sampling 1: Kasih Bunda Hospital

Interior elements do not meet the standards in terms of materials and lack of maintenance.

Sampling 2: Edelweiss Hospital

The material in the interior elements meets the standards, but the floor color is too dark.

Sampling 3: Muhammadiyah Hospital

Ceiling and walls are up to standard, but uneven floors are not up to standard.

Sampling 4: Mitra Anugrah Lestari Hospital

The uneven surfaces of interior elements make non-standard cleaning difficult.

From the result of four hospitals sampling of interior elements, it can be concluded that the interior element is an important aspect whose standards must be met, the hospital that has met the best standards among the three hospitals is the Edelweiss Hospital.

4.3. Comparison of Hospital Infrastructure Technical Standards

Technical standards of hospital infrastructure consisting of lighting, ventilation, accessibility for people with disabilities, public infrastructure, and space organization will affect the ease of activities that take place in the hospital. The results of the comparison at the four hospitals showed that Edelweiss Hospital and Muhammadiyah Hospital had met 16 standard requirements for type C hospitals, which was then followed by Kasih Bunda Hospital which met 15 requirements and Mitra Anugrah Lestari Hospital which only met 13 requirements for technical standard hospital infrastructure.

Requirements regarding lighting are met except for Mitra Anugrah Lestari Hospital which is not optimal in using natural lighting due to the lack of openings in the building so that the ventilation requirements are also not met. Requirements regarding accessibility found that at Kasih Bunda Hospital the use of ram was not in accordance with ergonomic standards that could be passed by wheelchairs and patient beds, while at Mitra Anugrah Lestari Hospital there were no friendly toilets for people with disabilities and the elderly. Requirements regarding public infrastructure have been met in all four hospitals, as well as the organization of space that uses an open magistral type in accordance with hospital design standards.

4.4. Comparison of Layout Standards

The standard layout that becomes a variable in the comparison of the four hospitals is regarding the position of the emergency department, outpatient installation, and inpatient installation which are the

main and most important parts of the hospital. Layout is an important aspect that can affect the ease of accessibility of hospital users, be it visitors, patients, and health workers. The comparison results obtained is that there is still a lack of hospitals in paying attention to the layout of the building. The hospital that met the most standard layout variables was found in Muhammadiyah Hospital which met seven of the nine variables.

4.5. Comparison of New Normal Hospital Application Standards

The comparison regarding the implementation of the new normal hospital is seen from the availability of supporting facilities for preventing the spread of the COVID-19 virus, the results obtained are that the Edelweiss Hospital is a hospital that has met the standards because the hospital was built in the new normal era. The other three hospitals that have had a long enough age have not fully provided facilities such as screening, facilities for temperature checks, and facilities for washing hands.

3. Results

Table. Results of Comparison of Hospital Standards
Source: Personal Analysis

Variable	Kasih Bunda Hospital	Edelweiss Hospital	Muhammadiyah Hospital	Mitra Anugrah Lestari Hospital
Building Planning Standards				
Main entrance	√	√	√	√
IGD entrance	√	√	√	X
Service main entrance	√	√	√	X
Main entrance & lobby	X	√	√	X
Separation of public and patient corridors	X	X	X	X
Empty corridor	X	√	X	X
Outpatient flow separation	√	√	√	√
Hospital Facility Technical Standard				
Ceiling				
Strong ceiling	√	√	√	√
Light ceiling color	√	√	√	√
Easy clean	√	√	√	X
Minimum room height 2.7 m	√	√	√	√
Minimum Corridor Height 2.4 m	√	√	√	√
Wall				
Hard wall	√	√	√	√
Not hollow	X	√	√	√
fire retardant material	√	√	√	√
stainless material	√	√	√	√
Has no connection	X	X	X	X
Not glossy	√	X	√	√
Easy clean	√	√	√	√
Floor				
Floor made of strong material	√	√	√	√
Water proof	√	√	√	√
Flat surface	X	√	X	X
Not slippery	√	X	√	√
Light color	√	√	√	√
Easy clean	X	√	X	X

There is an arch where the wall meets the floor	√	X	X	X
Hospital Infrastructure Technical Standard				
Lighting				
Natural lighting	√	√	√	X
Artificial lighting	√	√	√	√
Emergency lighting	√	√	√	√
Ventilation				
Avalibale ventilation	√	√	√	√
Permanent opening	√	√	√	X
Door ventilation	√	√	√	√
Window ventilation	√	√	√	√
Disabled Accessibility				
Toilet	√	√	√	X
Ramp	X	√	√	√
Stairs and lifts	√	√	√	√
Public Infrastructure/ Facilities				
Praying room	√	√	√	√
Toilet	√	√	√	√
Trash bin	√	√	√	√
Communication and information facilities	√	√	√	√
Space Organization				
Open magistral type	√	√	√	√
Layout Standard				

Emergency Installation				
IGD room is located in front of the building	√	X	√	√
IGD room is close to the midwifery unit	X	√	√	X
IGD room close to radiology	√	√	√	√
Outpatient Installation				
The polyclinic is close to the administration, medical records	√	√	√	X
The polyclinic is close to the pharmacy	X	X	X	X
Polyclinic close to radiology	√	X	√	X
Children's poly is close to midwifery poly	X	X	X	X
Child poly is far from pulmonary poly	√	√	√	√
Inpatient Installation				
Linear space organization pattern	√	√	√	√
Application of the New Normal Hospital				
Circulation	X	√	X	X
Screening	X	√	X	X
Body temperature check	√	√	√	X

Hand washing facilities	X	√	X	X
Triage	√	√	√	X

Conclusion

From the results of the comparison of standardized type C general hospitals in the new normal era from the four hospitals being compared, it can be concluded that not all hospitals meet the standards in accordance with government regulations. This is due to the limited capacity of each hospital.

The most common problems found were related to the non-fulfillment of type C general hospitals in the new normal era regarding technical standards for hospital facilities, especially in the use of materials and the application of interior elements that were less than optimal, the placement of spaces that did not support the ease of accessibility and smooth activities, and the application of adaptation. new hospital habits where facilities and screening requirements are still not available to minimize the spread of the COVID-19 virus.

It was found that the hospital that best met the standards of a type C general hospital and the implementation of hospitals in the new normal era was at Edelweiss Hospital, the hospital was considered a better hospital because it was seen from the age of development which had just been inaugurated in the new normal era, while other hospitals that have been built for a long time have not paid attention to standards, especially in the application of new normal hospitals.

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How to Develop Domestic Art Exhibitions in the Post-COVID-19 in China

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Abstract

The purpose of the abstract is to give a complete, albeit small, picture of the whole article and its contents. About 250-300 words should be enough. A short motivation, the used methods, and the most important results are typically included.

At the beginning of 2020, due to the emergence of the COVID-19, most museums and art galleries have closed or postponed their exhibitions, and the art exhibition industry has suffered an unprecedented blow. In order to survive, art exhibitions around the world have begun to seek the path of reform actively. With the development of digital technology, online exhibitions began to appear more and more frequently in the public's view, and the display functions undertaken initially by museums, art museums, and other exhibition halls began to shift to online positions. The development of new digital technology to promote various services of online exhibitions became a new trend. These new forms of online exhibitions, such as "online museum," and "VR viewing," have come into being. In the helpless situation of the epidemic, with the progress of digital technology, online exhibitions have ushered in new development opportunities, which has also become a new trend in the development of the art exhibition industry. Art exhibitions are no longer static and passive displays but have begun to change in the direction of interactivity and multiform presentation.

In order to explore whether the development of online exhibitions will impact the traditional form of offline exhibitions or even wholly replace offline exhibitions, this paper investigates and visits some representative exhibition halls and art galleries. This paper holds that under the catalysis of the epidemic situation and the development of digital technology, offline exhibitions will not disappear completely, and online and offline art exhibitions will show a new trend of normalization and integration.

Keywords: *art exhibition, digital technique, online exhibition, offline exhibition, integrated development.*

1. Introduction

An introduction to your topic. A background/motivation, the purpose of the research, and the research questions/objectives are typically presented here. Describe also shortly the structure of paper.

In recent years, with the increasing number of multi-industry exhibitions such as economic and trade exhibitions, industrial exhibitions, agricultural exhibitions, and art exhibitions, the exhibition industry has become a new economic growth point in many cities, with excellent development potential.

According to the Ministry of Commerce statistics, the development of China's exhibition industry in 2019 still ranks first in the world. The data shows that in 2019, the total number of national exhibitions and the total exhibition area increased by more than 110 and 4 million square meters, compared with 2018, with an increase of 0.6% and 2%, respectively, as an important symbol of the large-scale and centralized development of China's exhibition industry. In 2019, 257 large-scale over 100,000 square meters exhibitions were successfully held in China.[1]

More and more Chinese people regard going to art exhibitions on holidays as trendy to meet their cultural and spiritual needs. By the end of 2019, as an essential part of art exhibitions, museums had recorded 5,535 museums nationwide. In the whole year, Columbia Museum held 28,600 exhibitions and 334,600 educational activities, with a total audience of 1.227 billion, an increase of more than 100 million over the previous year. [2]

The offline exhibition industry is developing rapidly. However, after 2020, due to the COVID-19 epidemic, all exhibition halls and museums began to cancel their exhibitions and activities. Many of them issued announcements of temporary closure through their official websites, WeChat, Weibo, and other platforms. According to incomplete statistics, due to the epidemic, nearly 90% of museums worldwide are temporarily closed, totaling about 85,000;

Among them, those facing permanent closure will exceed 10% of the total.[3]

At the end of January 2020, the State Administration of Cultural Heritage organized online exhibitions in conjunction with cultural and cultural institutions. More than 1,300 museums and about 2,000 online exhibitions were held. Finally, more than 5 billion people visited the online exhibition.

In the 21st century, digital technology began to be widely used with the advancement of the fourth industrial revolution. Internet of Things, big data, artificial intelligence, 3D and VR technologies entered everyone's field of vision and gradually became popular, which affected people's thinking mode to some extent. At the same time, with the technical support of big data, remote services of cloud computing, visual effects of AR/VR/3D technology, and the platform support of mobile Internet technology, the integrated exhibition space created provide excellent development opportunities for online exhibitions. Real-time, anytime and anywhere, exhibition through mobile media, which, to a certain extent, provides some new living ways for the exhibition halls that were forced to close during the epidemic. New forms, such as online exhibition halls and online exhibitions, have begun to enter our field of vision.

Based on the present situation of the above art exhibitions, the author thinks, as a means of communication, is the outbreak of the epidemic an impact or an opportunity for the art exhibition industry? Will the development of online exhibitions impact the traditional forms of offline exhibitions or even wholly replace offline live exhibitions? On this basis, the author studies the online development trend of art exhibitions through investigation and analysis and looks forward to its development trend.

2. The Form of Online Exhibition

The COVID-19 epidemic caused art activities in the real world to stagnate, while the digitalization of the art field ushered in new challenges and opportunities. Whether it is increasing online construction, finding new channels for sales and promotion, or launching virtual exhibitions to broaden the boundaries of artistic experience, the post-epidemic era allows us to see more possibilities. The online exhibition has unique advantages in integrating various digital resources and applying digital technology.[4] Specific forms include:

2.1. VR/AR Online Exhibition

Adopt VR technology, open an online exhibition hall, and let users feel the atmosphere on the spot. For example, the online VR exhibition "Top Ten People in Huangshan Mountain-Research Exhibition of Liu Haisu Huangshan Mountain" held by Liu Haisu Art Museum shows the best paintings of Liu Haisu in the 1920s, 1930s, 1950s, and 1980s. The Times Art Museum moved the exhibition "Home Dimension" in the exhibition hall online, and the exhibition was presented with the effect of naked-eye VR and accompanied by a vocal guide.

In order to make art education more vivid and to preserve the memory of the exhibition, Shanghai Jiushi Art Museum has adopted the most advanced technology to set up a virtual exhibition hall entrance on its Wechat public account（Figure 2）. It restores all the exhibitions in its exhibition hall to one for display, and at the same time cooperates with the guided tour.

Its presentation mode is more like a space model video of an exhibition, with explanations of language and characters, video works and pictures，which is a virtual exhibition vision with operational guidance.

It can't meet the needs of the exhibition experience, but it presents the exhibition's structure ultimately, and it depends on this well-planned "activity track" plan. The video can push the chapter narration of the exhibition and the viewer's mood forward closely. It is a very effective way of the virtual exhibition for viewers who have a weak foundation for viewing contemporary art.
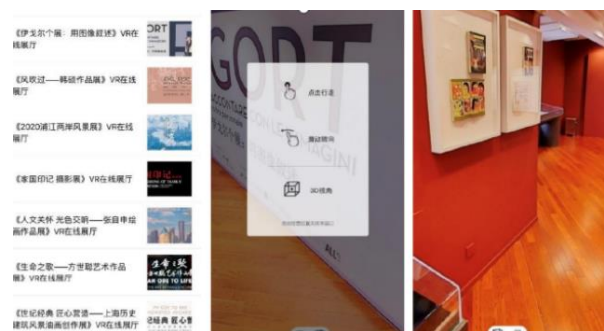
Figure 3. Online exhibition of Jiushi Art Museum

2.2. Live Online Exhibition and Video Presentation

If the online exhibition is to develop better and expand its influence, it needs to make good use of the currently existing network resources. At this time, online celebrity, who is active on various

social media platforms, will make the online exhibition flow more significant to a certain extent because of their influence.

The minor program "Museum Official" on WeChat provides users with online content from more than 500 museums（Figure 2）. Many fine paintings, such as "Riverside Painting in Qingming Festival" and "A Thousand Miles of Mountains and Rivers," are accompanied by animations and explanations. The online exhibition vividly presents the paintings and, at the same time, lets users know the characteristics and historical value of the paintings through explanation.[5]

Apart from the live exhibition online, celebrities, experts from major museums, art galleries, lecturers, and cross-border guests also actively participated in the live broadcast to explain important online exhibitions. For example, during the epidemic, the National Museum of China's "The Road to Return-The Achievement Exhibition of Lost Cultural Relics in the 70th Anniversary of the Founding of New China", Zhejiang Provincial Museum's "The Essence Exhibition of Wu Yuechu Cultural Relics in the Era of King Yue" and Shanxi Museum's "Shanxi Northern Dynasty Tomb Mural Art Exhibition" were broadcast live. The audience listened to the explanation while watching the exhibition, and actively interacted with the anchor, to have a deeper understanding and feeling of history and culture.

About 52,000 people watched the live broadcast of "The Road to Return-Achievements Exhibition of Lost Cultural Relics in the 70th Anniversary of the Founding of New China" held by the National Museum of China. At most, 2,200 people participated in watching and interacting at the same time. At the beginning of April 2020, the Imperial Palace invited the People's Daily, Xinhua News Agency, and other news media to enter the Palace Museum during the closing period. The Imperial Palace invite netizens to visit through the media platforms of the Palace Museum, such as Kuaishou and Tik Tok, and invite them to share the splendor of the Palace Museum in spring.

This live broadcast is the first live broadcast in the 600-year history of the Imperial Palace. The cumulative UV of the whole network during the 2-day live broadcast has already exceeded 10 million.

The cumulative popularity of the live broadcast by People's Daily clients in Tik Tok and kuaishou has exceeded 11 million.

The online live broadcast can let the audience know more about the detailed information of the exhibition and can make up for the shortcomings of offline exhibitions, which pay more attention to the

physical exhibition and lack guidance and explanation.

Figure 2. "Museum Official" on WeChat

2.3. Exhibition in the Form of Pictures and Words

Picture-text exhibition"（Figure 3）mainly presents the general contents of the exhibition in the form of pictures and words on the official website and WeChat official account. Its most significant advantage is that it is the most direct, and has the lowest investment cost. Art galleries in China and the West use it as a standard way of publicity and promotion on social platforms, such as WeChat, WeChat official account, and Weibo. Therefore, during the epidemic, the art museum switched to the "online" strategy, and the most basic operation was to return to the generation of pictures and texts, the writing and publishing of words.

The more intuitive way in China is to make a retrospective presentation of the past year's exhibitions or to supplement the ongoing exhibitions, such as explaining each work. Western art galleries, such as Tate Modern, and Metropolitan Museum of Art, have the same approach. They all continue to publish content related to their recent exhibitions or developments through Facebook and Instagram to maintain a relatively stable activity.

Figure 3. Exhibition cases in the form of pictures and words

2.4. Online Lectures and Art Salons

Under the influence of this COVID-19 epidemic, online conference software has become essential for art galleries and art institutions to realize online lectures besides attending classes.

A representative case abroad is that during its Online Viewing Rooms, Art Basel used ZoomRoom to connect with gallery owners and media and realize online tours. It is like an online meeting, where participants can share lectures and communicate directly online through video footage or audio.

2.5 Online art trading platform

Under the impact of COVID-19, the turnover of artworks in art fairs and galleries decreased sharply, so in order to seek development, they began to look for ways to survive. Through the platform, we can display works of art, make an appointment for business negotiations, and conduct trade directly online. The platform can provide us with convenient and quick opportunities for initial appreciation and exchange of works of art. In 2020, the 2nd Shanghai International Art Fair opened four professional art forums and the first transparent live broadcast room of the art fair, in addition to the online platform for exhibiting fine artworks for participating galleries. At the same time, the Expo has set up nine theme exhibition areas, which bring a solid artistic experience to exhibitors and visitors. This art fair received 15,000 offline visitors in 4 days, and the online page views were about 12,000, which realized the link between online and offline.[6]

Therefore, the development and application of online exhibitions is not only an expedient measure under the particular situation of epidemic prevention and control but also an essential direction for the exploration and continuous enrichment of our future art exhibitions. In the post-epidemic period, making good use of digital technology can occupy the future exhibition market to a certain extent. After the epidemic, it has become a necessary option, the only way for the exhibition to survive and develop.

3. Advantages of the Online Exhibition

3.1. Breakthrough in Time and Space

At the beginning of the Spring Festival in 2020, a sudden epidemic broke out. In order to prevent and control the epidemic, people need to stay at home; outdoor activities almost stopped, offline physical businesses suffered heavy losses, and the art exhibition industry suffered unprecedented huge impacts and challenges. At this time, the online virtual exhibition using digital technology has become a new way of survival for major art exhibition halls at home and abroad. Viewers can directly enjoy artworks and experience different art cultures without going out at home through mobile phones and computers. Viewers can watch the 3D online exhibition with an immersive experience anytime and anywhere through different terminals. The online exhibition's 360-degree all-round reproduction of the exhibition hall, coupled with high-definition images, synchronous text introduction, audio guide, and other functions, has broken the limitation of time and space, and the user-side experience has been dramatically satisfying. The audience can better participate in the exhibition and experience the history and charm of artistic works without going to the site.

A very representative online exhibition is the epidemic; it coincided with the 600th anniversary of the Forbidden City, and the Palace Museum took the lead in online exhibition mode. The exhibition turned our familiar offline tour into an online exhibition through social media live broadcast and online cloud exhibition. Visitors only need to slide the mouse or follow the live view. Whether sitting at the computer desk, lying on the bed, or on the sofa, we can see the royal style of the Imperial Palace. Online tour of the Forbidden City makes it no longer difficult to punch in online celebrity attractions such as the Qing Palace and the Yanxi Palace. Visitors can enjoy the treasures of the Palace Museum at home, and the spectacular scenes that used to have to be seen in Beijing can now be visited anytime, anywhere. （Figure 4） In addition, the development of online exhibition halls in many other museums has also gained numerous praises. The new functions of the online exhibition, such as cultural relics appreciation, file inquiry, historical exploration, and cultural learning, not only make online cloud exhibition a good place for everyone to

kill time during the epidemic but also can satisfy everyone's thirst for knowledge and exploration in a more comprehensive way.

Figure 4. Online panorama of the Palace Museum in 2020

3.2. The Function of Recording

During the traditional exhibition period, countless people devoted their efforts to planning, preparation, exhibition layout, and opening. However, apart from the album, literature, and photos after the exhibition, it is a challenge to leave the specific scene information for future generations for reference. Often, the end of an exhibition means the end of an exhibition's life. From the perspective of the exhibition hall, if we want to reproduce the scene information of an exhibition, wecan only restore it through a few words of text information and some pictures. It is not easy to reproduce the venue and original appearance of the exhibition, and it is even more challenging to present the viewing angle of the exhibition from the perspective of the audience. The online exhibition has broken these historical shackles.The online exhibition is more conducive to exhibition research and exhibition protection. The convenience of cloud storage and the Internet makes it possible to restore the exhibition scenes and multi-dimensional details on the same scale after the exhibition is digitized and put on the cloud, which is conducive to the research and resumption of the exhibition. Physical factors such as time and place will not restrict online exhibitions. The online exhibition not only meets the viewing needs of some viewers from a long distance and across geographical dimensions but also meets the demand for retrospective playback after the exhibition. Compared with the exhibition album finally deposited in the traditional exhibition, the "specimen" deposited in the form of audio, video, and other media in the online exhibition is more original, vivid, and on-site.

3.3. Convenience

For traditional art exhibitions, the sense of offline live experience is often the core element of our exhibitions. The offline exhibition has been restricted by many objective conditions such as time, space, workforce, and resources. Mr. Shan Jixiang, the former president of the Palace Museum, once mentioned that the actual exhibits in the Palace Museum only account for less than 1% of the total collections.

Therefore, offline exhibitions are time-consuming and labor-intensive, and there are many restrictions on the exhibition of works of art.Moving from offline exhibition to online exhibition will solve the time, space, workforce, resources, and other factors that restrict offline exhibition. The rapid development of mobile Internet and the improvement of digital services have significantly reduced the cost of online exhibitions. From this dimension, online exhibitions have reduced the waste of many resources. Art curators only need to publish and collect the exhibition information through various channels. They can interact with different groups of people, such as exhibitions, technology, merchants, and audiences, in real-time. To some extent, they leverage the most significant benefits of resources with the lowest cost.

Another advantage of the online exhibition is monitoring real-time data. The online exhibition can solve the most concerning indicators in exhibition, such as flow of people, interaction, and other indicators that are difficult to quantify or need sampling survey and estimation.

Compared with offline exhibition, cloud exhibition has inherent advantages in data collection and analysis. The characteristics of authenticity, real-time, and traceability are also conducive to the real-time update and adjustment of the exhibition.

With the rapid development of the mobile Internet, social media platform has become the leading platform for publishing and viewing exhibition information. During the epidemic, WeChat applets and mobile apps, which integrate the resources of significant art exhibitions, have also become a constant punching point for users. Users can enjoy the best experience and service without leaving home, which significantly enhances the audience's immersive exhibition experience. Perfect breakthrough in the time and space constraints of the exhibition so that the exhibits can be exhibited to the maximum extent and in the most significant number.

3.4. Inclusiveness

During the COVID-19 epidemic in 2020, it coincided with the May 18th International Museum

Day, and the Online Museum became the hot topic list of Internet platforms such as Tik Tok, Toutiao, and Tencent. More than 30 museums in China, represented by the National Museum and Nanjing Museum, have planned a series of live events for the Tour Museum in conjunction with the websites of major platforms. The Online Tour Museum in Tik Tok on May 18th alone brought tens of millions of visitors, which is equivalent to a year's traffic of the Louvre in France. Behind the tens of millions of orders of magnitude is another feature of the online exhibition: inclusiveness. With the mobile Internet going deep into thousands of households, art lovers do not have to wade through mountains and rivers for an exhibition. Online exhibition reduces the cost of viewing to the lowest level. Online exhibition undoubtedly provides a very convenient channel for the general audience to view the exhibition, changing it from passive participation in the offline exhibition to an active experience. In the past, some people did not have an exhibition to watch or could not go to the site for field visits because of geographical restrictions.More and more people begin to participate in viewing the exhibition.

Moreover, the new digital technology and live broadcast mode adopted in this online exhibition are more in line with the needs and life outlook of the new generation of young people. From the online exhibition data of various platforms, we can find that more and more "post-90s" and "post-00s" hold Online exhibitions at home. "Online Exhibition" expands the audience base on the original audience of traditional art exhibitions and makes art exhibitions closer to our lives.

4. Future Development Trend

2020 is a year of rapid development of online exhibitions, which may be a helpless choice because offline exhibitions have stagnated due to the epidemic. However, the organizers always have to seek a way to survive. However, it also makes us re-examine the future of the art exhibition industry and think about the relationship between digitalization and exhibition. Although this year, influenced by the spread of Covid-19, people's travel had to change, and the world economy and trade came to a standstill, it was precisely because of this change that online exhibitions gained unprecedented development opportunities. We cannot help thinking, can it surpass or even take the place of offline exhibitions? In fact, after investigation, it will be found that offline exhibition and online exhibition are complementary, and both of them have their advantages and disadvantages, and their existence is

necessary. In the future, driven by digital technology and epidemic situations, online exhibitions will play a leading role for a long time, and there will be a new situation in the integration and development of online and offline exhibitions. Under such circumstances, what are the performances of offline and offline exhibitions?

4.1. The Development Prospect of the Online Exhibition

First of all, online exhibitions can achieve multi-regional and long-term continuous exhibitions with more audiences; Secondly, the online exhibition has obvious cost advantages. The online exhibition form does not need to rent or make booths, which saves a lot of materials and labor costs, and does not need to consider the potential safety hazards brought by the venue. These advantages are desirable to designers, builders, main industry contractors, service providers, and exhibitors, and there is a lot of room for online exhibitions to explore and practice. The online exhibition will become the normal state of the exhibition and a new commercial form, which may make a breakthrough in both quantity and specific form.

4.2. The Existing State of Online and Offline Exhibitions

The online exhibition has many advantages, it can attract and seize customers. However, since e-commerce is still the mainstay, we have to rely on the network platform for docking, which requires exhibitors to have high pre-exhibition preparation skills and familiar with online operation means of "online exhibition halls."At present, online exhibitions are mostly preparatory measures to deal with unexpected situations, and most of them stay at the initial stage of simply displaying products, which is rather dull.

Comparatively speaking, offline exhibitions also have unique advantages: first. Offline exhibitions can show actual products in front of people and realize sample inspection, trial, and direct purchase, with more substantial experience, interaction and scale benefit, and high transaction rate; second. Offline exhibitions can attract crowds, create a city image, stimulate local economic development, and fully reflect the economic and social benefits of the exhibition industry. Therefore, the offline exhibition is not a single platform for product display and trading but a comprehensive platform for achieving multi-dimensional goals, and it is also a way for exhibitors and merchants to reward tourism.

On the whole, online exhibitions will not replace offline exhibitions in a short time. However, it can

be a valuable supplement to the offline exhibition, giving full play to its unique advantages. For exhibition organizations, with the rapid development of Internet technology, online communication forms will become more and more flexible, not limited to words, pictures, audio, video, VR, and other forms. With the increase of online customers, the popularization of exhibitions, the increase of participants in online exhibitions, and the continuous enrichment and innovation of online platforms and exhibition contents, the competition between different online platforms and between online and offline will inevitably become more and more fierce. Only by creating more valuable content can each exhibition place attract users' attention. Only by keeping the linkage and combination of online and offline, constantly improving cognition, accumulating strength, increasing investment, upgrading technology, and improving the comprehensive application ability of the Internet can we be invincible in the future digital art exhibition.

4.3. "Double-line Integration" communication

Although online exhibitions are getting stronger and stronger, online and offline exhibitions will not replace each other but should complement each other. Because offline exhibitions cannot be replaced by online exhibitions in satisfying social and physical experiences, enhancing city image, and promoting economic development. At the same time, the functions of online exhibitions in data capture, macro-examination, ability to cope with risks, publicity, drainage, economy, and environmental protection are also missing from offline exhibitions.

Therefore, this paper holds that online and offline exhibition modes are indispensable. In order to make the exhibition industry develop steadily and healthily, it is necessary to use their respective advantages fully. The future development trend of the art exhibition industry is the integration of online and offline exhibitions.

5. Ways to Realize the Integration and Development of Online and Offline Exhibitions

Both offline and online exhibitions have their advantages and inevitable disadvantages, and they also have their exclusive operation modes. It is challenging to replace each other completely at present, and it is difficult for online exhibitions to copy offline exhibitions directly. Under the catalysis of the epidemic, the interactive development of the two and the use of their respective advantages to make up for each other's disadvantages in the later

period, to form a benign circular interactive development mode, are healthier and more favorable development directions.

5.1. Online Exhibitions Help Offline Exhibitions

5.1.1. Promote Offline Exhibitions through Online Exhibitions

When planning an offline exhibition, we must invest colossal human, material, and financial resources. In order to make the offline exhibition enter everyone's field of vision and attract the audience's attention so that it can be held in a more orderly manner, we can preview the online and online exhibitions in the early stage and make early publicity. For example, we can tap potential customers through platforms such as Tik Tok, WeChat, and Weibo to maximize the communication effect. At the same time, Internet technology can be used to manage offline exhibitions as a whole.

In addition, on the art trading platform, we can classify exhibitors and exhibits so that the audience can search the names of exhibitors or browse the corresponding categories directly from the mobile terminal to find the specific goods more quickly. This method is beneficial for users to contact and communicate with interested exhibitors more conveniently and quickly. Online exhibitions serve offline management, thus making offline exhibitions more orderly. Use the information means of online exhibitions to effectively improve the service efficiency and level of offline exhibitions.

5.1.2. Online Data Helps Upgrade Offline Exhibitions

Online exhibitions can be held in advance, and then the audience can obtain the big data browsed through background monitoring. In this way, the organizers can conduct a comprehensive and personalized analysis of the products and exhibitors preferred by the audience through the capture of big data and then summarize their viewing behaviors to get the audience's preferences. In this way, we can adjust the offline exhibition's location, time, and theme according to this analysis conclusion. We can also publicize the offline exhibition to the audience through online publicity. At the same time, we can broadcast live online during the offline exhibition to serve better those who cannot participate.

At the same time, on the online trading platform of artworks, we can also get to know their preferences and needs and make personalized recommendations with the help of the online exchange of information between exhibitors and audiences and the grabbing and analysis of big data. At the same time, the

contact information left by both parties when registering online will also facilitate the accurate publicity and promotion of offline exhibitions in the later period. It can also attract more potential people to pay attention to and participate in the exhibitions by holding activities of mutual interest.

5.1.3. Online Exhibitions Can Optimize the Exhibition Service Mode

After that, in terms of online exhibition optimization, we can pay more attention to audience interaction and personalization.[7]

For example, we can set up a virtual space between an exclusive audience and exhibitors or artists on online exhibition halls or small programs, apps, and other platforms. People can use this space as a private chat room for interactive communication by adding friends and initiating chats. To a certain extent, people can play the role of guiding, answering doubts, and exchanging artistic experiences. Audiences can also participate in online discussions in chat rooms while visiting offline exhibitions. In this way, the audience's sense of participation experience can be enhanced to a certain extent. At the same time, his more profound understanding of artistic works can be deepened during the interaction. The trading platform can also enhance the impression of exhibitors and complementary products on the audience.

5.2. Online and Offline Collaborative Management

At present, the information service of the offline exhibition is in a backward trend compared with that online, with high cost, low efficiency, and low input-output ratio. The online-based exhibition is rooted in information technology and is ahead of an offline information collection and processing exhibition. We can introduce the related information technology from multiple dimensions such as APP booking, online registration, on-site scanning, booth introduction. Customers can get the corresponding booth information and navigation in the museum according to the corresponding QR code. Exhibitors can judge the preparation of materials according to real-time data. Users can quickly reach the booth that meets their needs according to their hobbies. Although the exhibition belongs to the traditional industry, it has its Internet attributes, and the scale and networking characteristics of the exhibition coincide with the genes of the Internet. The offline exhibition is the most efficient and cost-effective when enterprises talk about business.

However, digitalization is irreplaceable for reducing transaction costs and improving the efficiency of enterprise marketing. Moreover, digitalization is not the future development direction because of the epidemic. Without the epidemic, digitalization is still the general trend.

5.3. Online Technology Application Helps to Improve Enterprise Services

The most prominent feature of online exhibitions lies in the virtual nature of their works. In a certain sense, some exhibits can be digitally modeled by holographic or VR/AR technology, thus making up for the problem of limited types and quantities of exhibits in offline exhibitions. The online virtual exhibition can also deeply explore the story behind the exhibits. The display of the production line, the whole product series, and the whole process of supply and production will also help enhance the enterprise's strength and complement the short board with only a single exhibit and explanation offline to the maximum extent. For curators, it can better publicize the product quality and corporate image.

5.4. The Offline Exhibition is Combined with the Online Exhibition Hall

Compared with offline exhibition halls, online exhibition halls lack the key social scenes, and the same social indicators are also the critical elements for successful transactions. During the offline curation period, exhibitors can simultaneously promote offline activities in the cloud through live broadcast, video, online experience, online games, and other means to link online and offline activities. The live video that can be watched back is also key to enhancing audience stickiness and eliminating trust shortcomings. Live broadcasts critical links such as the opening and closing ceremonies of the exhibition on social media and short video platforms can also create an online explosion effect, plan related marketing events, and play a propaganda role from point to point.

5.5. Offline Helps Multidimensional Online Development

Online exhibitions can be a virtual landing channel for merchants who have expanded and established alliances offline on the trading platform of artworks. For customers introduced offline through push and invitation, corresponding online exhibition invitations are sent to link online and offline negotiations. At the same time, they can be extended to the non-opening time of exhibitions, which can promote the turnover rate of the latest artworks in a certain sense.

5.6. Extension of Online and Offline Exhibitions

When we have been paying attention to the operation of the contemporary art exhibition itself, have we ever spied on the audience's honest thoughts on the concept of contemporary art? As a means of communication, art exhibition functions as publicity and education. However, its publicity and education effect may be relatively weak because of its particularity or profound and challenging understanding.

The contemporary art exhibition needs to seek a breakthrough mode and form a connection with the exhibition by various possible factors outside the exhibition to expand the radiation range of the exhibition interaction and deepen and supplement the exhibition theme. Design the artistic activities outside the exhibition from the horizontal and vertical relations, and build an interactive concept that makes it easier for the audience to understand or immerse themselves in learning. Concerning the activities around the exhibition, the most common ones for the audience are expert lectures, online interactions, and cultural and creative products. Although they all enhance the attraction of the exhibition to a certain extent, due to the uniqueness of the contemporary artistic style and the situation of most non-professional audiences, their functions are not obvious. For example, the content told by experts is unfamiliar and imperceptible to the audience, and the design elements of Wenchuang are not integrated into the concept of the exhibition, which will affect the audience's experience of contemporary art. Then, the activity design for audience interaction needs the curator to change the direction and turn the direct gain of art into the income of audience participation. Generally speaking, the audience changes from passive recipients of objective knowledge to subjective learners who come with their own needs and expectations. For example, increase interactive workshops so that the audience can enter them after the visit. According to the guidelines, the audience can operate and feel the process of contemporary art with their own hands and show their impressions and views on contemporary art in kind. The organizers of the exhibition encourage the audience to communicate with contemporary art outside the exhibition and stimulate the audience's interest in the art exhibition.

Conclusion

With the support of digital media technology, the rapid change of artistic expression forms has been promoted, and the complex media environment has also greatly influenced the development of art exhibitions. The art exhibition industry is not only constantly innovating in the application of technology but also changing the art form imperceptibly. In the future, the connection between virtual reality and modern art exhibitions will be closed, and online and offline art exhibitions will develop in a coordinated way to jointly promote the healthy and orderly development of social order.

The development of an art exhibition is a comprehensive project, and the audience may walk or stop, watch or listen, or move or be quiet. Even if digital technology is used in 。 art exhibitions, we must pay attention to the audience's sense of artistic experience, think about problems from the audience's point of view and understand the audience's needs. At the same time, we should not overuse technology and avoid "technology-based" and "technology monopoly."

When online exhibition and digitalization are more developed, we should think deeply about the value of physical exhibition "things" to make the exhibition more attractive. At the same time, in keeping with the digital development process, we cannot ignore the control of the artistry of art exhibitions. Without artistry, any advanced and high-tech art exhibition is just a shell.

The development of science must adhere to the principle of people-oriented and technology serving humanity. No matter how the technical level develops, it must not deviate from this basic principle. Whether online or offline, art and science are constantly interacting, stimulating, and merging. In the era of cross-development of art and science and technology, especially during the COVID-19 epidemic, the operation process, curatorial ideas, and display methods of exhibitions have all changed. We should re-recognize the different exhibition experiences and changes in exhibition modes brought by offline exhibitions in the post-COVID-19 epidemic background and promote the online and offline synchronous communication between art exhibitions and audiences.

Under the background of the post-epidemic situation, offline exhibitions will not disappear completely, and it is still necessary to exist. Driven by the particular situation of this epidemic, we should seize the opportunity to make online and offline develop healthily under the guidance of the digital process, spread more art information to everyone, and make the art exhibition industry develop in a more positive direction.

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Digital Transformation and Communication

The Evaluation of the Potential Usage of Wearable Health Technologies in the Health Sector

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Abstract

Emerging with the fourth industrial revolution, information technologies such as artificial intelligence, nanotechnology, cybernetics, internet of things have led transformation all the sectors concerning digital and autonomous systems. Because of its structure, health sector has also been affected by this transformation in optimum level as a sector employing advanced technology and up-to-date information. Smart health ecosystem has offered a heath care service independent of place, time and space, which was conventionally provided depending on a building, place or time. As a constituent of smart health ecosystem, Wearable Health Technologies have gradually increased its usage areas to get health information in recent years. People can monitor their fever, pulse, blood pressure, weight, cardiac radiography and physical activities by wearing, mounting or adhering patches to their bodies.

It has become a must to remotely monitor patients for diseases with high risk of transmission like Covid-19.

Within this framework, this study will examine the intended use of Wearable Health Technologies, which are used and led to success around the world, in offering a distance healthcare service.

As a result, it was determined that wearable health technologies (WHTs) have been increasingly used year by year. It was ascertained that current WHT devices have been developed to monitor the vital signs such as pulse, ECG, fever, oxygen saturation in blood, respiratory rate, and glucose level. Moreover, it was detected that WHT devices provide advantage in promoting healthy life style, preventing or diagnosing diseases at early stage beside monitoring exercise, weight and activity.

1. Introduction

Wearable technologies have arisen with the interaction of textile and information industries.

Wearable Health Technologies (WHTs) is the name given to technologies which have functions such as analyzing and recording vital signs like fever, pulse and blood pressure in human body with wearable athlete, belt, shoe, glasses, watch, earring, and micro-processed sensing patches adhesive to human body, and sending them to smart devices.

Applications such as mobile health, telemedicine, digital hospital and wearable health were developed for people, who live in remote regions and cannot reach a proper health care service, with the need of monitoring and diagnosing a growing number of chronic and transmittable diseases at an early stage in recent years. For instance, sugar level can be monitored through the micro-processed diabetes patches adhesive to human body without taking blood from veins. These applications provide diagnostic, therapeutic and rehabilitative health services independent of place and time. Thus, health care services have become more simple, less erroneous, faster, more prolific, qualified, reachable and sustainable.

This study will examine the Wearable Health Technologies (WHTs) used or having potential to be used in the health sector around the world or in Turkey, and its functions. In this context, the perspective presented by this study will contribute to the digital transformation of health care services.

2. Conceptual Framework

2.1. The Concept of Wearable Technology (WT):

Wearable technologies are electronic devices supported by micro-processors which are wearable such as wristband, watch, glasses and belt or a dress, implantable to the users' bodies (mounted into the body), adherent or tattooed to the skin, and these devices are proper for sending and receiving data through sensors and wireless interfaces, and for practical usage as hands free (Hayes,2021; Büyükgöze,2019).

The Concept of Wearable Health Technologies (WHTs): are wearable and adhesive electronic devices which determine and record the vital signs such as fever, pulse, ECG, tension and glucose without going to a hospital (at patients' own neighborhood), and can deliver these signs to the relevant healthcare facility if required (Lee & Lee, 2020; Phaneuf, 2021).

2.2. Usage Areas of WHT Devices

Main reasons for the increasing usage of e-Health, digital health, and WHTs, as a constituent of these concepts around the world, are grounded by Taşkın (2017) with the rationale below.

- Monitoring Individuals Who Have Transmittable or Chronic Diseases
- The Need of Home Healthcare for Old and Disabled Individuals
- The Importance of Preventive Healthcare Services and Early Diagnosis
- Waiting Lists for Patients
- Increasing Costs of Healthcare Services
- Mobilized Society
- The Need of Information on Healthcare

2.3. WHT Devices' History, Current Situation and Feature

The first wearable technology in history was designed in 1955 as a four-buttoned computer which was wearable into a shoe. By analyzing the performances of roulette wheels in Las Vegas with that shoe, designers increased their chances of winning by 4% (Öksüz, 2018). WT devices have been mostly used in security, healthcare and communication areas from its early times to the present. This study will elaborately examine the WHT technologies in healthcare sector since it is the focal point of the study.

Wearable health technologies appeared with the holter device produced for recording ECG data in 1960s for the first time (Gloris et al. 2003). In 1977, the hearth rate monitor, which was implementable to finger tips, was developed, and two years later, the movable wireless heart rate monitor was promoted by Polar Electro (Bel, 2015). In 1992, the first pulse duration based, watch-type hearth rate monitor was produced and marketized by Casio. Again, at the same year, a wearable technology was patented for noninvasively detecting the oxygenation state of tissue located underneath the surface of the skin, such as muscle tissue, of an exercising or resting person. In such technology, a wearable detector array, implanted on leg, uses near infra-red radiation to collect the oxygenation data (Teng et al. 2008). In

1996, Georgia Institute of Technology Wearable Motherboard produced body monitoring sensors, such as heart rate, with integrated conductive fibers detecting soldiers' injuries from bullets or shrapnel (Malmivaara, 2009).

WHTs have been produced in various functions and types, and made available for individuals and healthcare systems over the past two decades. WHTs applications, which are actively used around the world and in Turkey as of 2022, are discussed below:

- ❖ **Smart Wristbands and Watches:** Today, smart wristbands and watches are the most functional and preferable WHT devices. These products have advantages such as ease of use and usage as an accessory. These products can detect plenty of vital signs such as tension, pulse, oxygen level, ECG, fever, stress, movement and sleep, and can transfer these signs to the mobile application (Lu et al.,2016).
- ❖ **Smart Rings:** Smart rings have the functions such as monitoring oxygen level, pulse and sleep with the advantage of ergonomic usage (URL-1).
- ❖ **Smart Belt:** Worn on the waist, smart belts help the weight management by monitoring the changes in body mass and activity or resting periods (URL-2).
- ❖ **Smart T-Shirt**: Smart t-shirt is used for monitoring ECG, pulse, fever, stress, respiration and body posture (URL-3).
- ❖ **Smart Glasses:** Smart glasses ease the jobs of healthcare professionals rather than patients. Smart glasses can carry out telemedicine and handsfree documentation of photo and video. Hence, it enables to enter, monitor, obtain and quickly diagnose the data from patients, to provide distance education, and to make a live contact (URL-4).
- ❖ **Smart Shoe:** This WHT can monitor the number of steps, distance, pace, calorie, and activity. Moreover, it helps the rehabilitation of individuals with backbone and nervous system problems, and has a function of the diagnosis of arthritis and dementia diseases at early stage (URL-5).
- ❖ **Smart Sock:** Smart socks are used to prevent "foot ulcer", resulting from diabetes, by detecting the changes of fever in foots, and to diagnose the disease at early stage. Therefore, a possible organ lost can be prevented at early stage.
- ❖ **Smart Glove:** Preventing the shiver, smart gloves increase the life quality of patients with

shivering hands and Parkinson's disease (URL-7).

- ❖ **Smart Bra:** Smart bra can detect breast cancer at early stage. Moreover, data regarding women's heart health can be monitored with this product (URL-8).
- ❖ **Wearable ECG:** Wearable ECG can take an ECG through only a contact with textile without metal electrode thanks to the technology on it (URL-9).
- ❖ **Smart Diaper:** Developed in Turkey in 2020, smart diaper has a technology that can detect the urinary tract infection without going to hospital.

2.4. Adhesive and Wearable Patches

They can be actively used in patches which have sensors or micro-processors on and can be adhesive on the skin apart from the wearable and implementable products. The best application examples of these WHT devices are discussed below.

- ❖ **Diabetes Patch:** Diabetes patch can detect glucose level of diabetic individuals with an adhesive patch on the skin without taking blood with an injection. This device has been proved by the relevant authorities and used by patients in several regions like USA, Europe and Turkey (URL-10).
- ❖ **Stress Patch:** Stress patch can calculate the stress level of an individual by detecting how much cortisol hormone a person excretes through a sweat sample from the skin (URL-11).
- ❖ **Fever Monitoring Patch:** With its Bluetooth sensor and micro-processor, temperature measurement patch can monitor fever for 15 days by implanted on the patients' armpits or other available body parts. Moreover, measured fever can be recorded and sent anywhere (URL-12).
- ❖ **Sleep Apnea Patch:** The patch, developed for detecting the problem of respiratory arrest during sleep, monitors nose pressure, oxygen saturation, pulse, respiratory effort, sleep duration and body position (URL-13).
- ❖ **COVID-19 Monitoring Patch:** This device, developed for COVID-19 disease, helps keeping track of the symptoms such as cough, fever and respiration, and monitoring COVID-19 cases outside of the hospital (URL-14).

Other Patches Used for Different Purposes: In recent years, patches such as "exposure to sun patch, nicotine, alcohol, vaccine and brain neuron stimulus patch" have been developed (Büyükgöze,2019).

Other WHT Examples:

- ❖ **Ingestible Sensors:** Ingestible Sensors can give information about whether patients took their medicines or how these medicines affect their organs. Ingestible sensor, interacting with gastric acid, can transfer the information collected from the inner parts of the body to a separate application (URL-15).
- ❖ **In-Patient Follow-Up:** Falling out of bed, lying position in bed and turning movements of the bedridden patients can be monitored thanks to this system. This WHT device reached an achievement by 79% in preventing bedsores caused by lying long hours and patients' falling out of bed (URL-16).
- ❖ **Monitoring System for Neurological Diseases (Parkinson's and so on):** To monitor the patients' symptoms such as shivering, curving in spine, slowing in movements, pain, monotonously speaking, swallowing, forgetting and restriction, and to keep track of the brain and body functions, WHT devices and implanted sensors, such as EMG,EEG, accelerometer and goniometer (measurement device of joint range of motion), were developed (Delrobaei et al., 2018).
- ❖ **Panic and Emergency Case Jewelry:** Emergency ambulance or the person you want can be informed through the sensor and panic button placed on a necklace, earring, key holder or wristlet (URL-17).
- ❖ **Smart Lenses:** Smart lenses, whose prototype was developed in Turkey, were designed for measuring intraocular pressure with biosensors on (URL-18).
- ❖ **Smart Jacket with Panic Button:** Developed in Turkey, Smart Jacket will help the body to increase or decrease its temperature by getting energy thanks to the micro solar panels on it. Beside, a person's location will be determined and medical care will be provided by means of the panic button on the jacket (URL-19).
- ❖ **Hemoglobin Measurement without Taking Blood:** As an ongoing R&D project in Turkey, this WHT aims to measure hemoglobin level in blood through image processing and deep learning without taking blood (URL-20).

Conclusion

In this study, it was determined that wearable health technologies have been increasingly used by both individuals and healthcare facilities. It was also determined that these WHT devices were developed for monitoring vital signs such as pulse, ECG, fever, oxygen level in blood, respiratory rate and glucose level. Moreover, it was ascertained that WHTs have advantages such as encouraging a healthy life style, preventing or diagnosing diseases at early stage along with following-up the exercise, weight and activity. Additionally, WHT devices have a potential to provide advantages below in healthcare service.

Individuals can momentarily get the data about their own or their relatives' health status without time and place (house, workplace etc.) limitations, and can attend the decision-making process about health.

Chronic disease follow-ups and health status of individuals, living in a country or region, can be momentarily monitored by all stakeholders (emergency healthcare services, hospitals etc.) of healthcare system with WHT devices.

WHT devices can notify the individuals' emergency condition and emergency medical intervention can be provided.

Diagnosis and treatment processes can be initiated without time and place limitation thanks to the WHT devices.

It can be effectively used for the common health problems such as obesity and nicotine addiction thanks to the WHT devices.

Accurate and scientific information resources can be developed for healthcare plans in the future (health, education, food etc.) thanks to the data produced by WHT devices.

Productivity and efficiency in healthcare area, accessibility to the healthcare services and patient-employee satisfaction will increase as long as WHTs, telemedicine and e-Health technologies are implemented together and in full capacity, beside the cost and errors will decrease and more sustainable healthcare system will be available.

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Challenges Faced by the Museum after the Covid-19 Pandemic

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Abstract

The Covid-19 epidemic has affected many societal institutions. Covid-19 has spread in over 120 countries worldwide, forcing galleries and museums to bow to a variety of government responses as well as the cautious atmosphere that has gripped the world. As the virus spreads, the world expects to be influenced by this new reality and to react and respond properly. This paper will examine how museums would adapt following the Covid-19 pandemic and to gather feedback on how well they can ensure long-term competitiveness. This research will use simple random convergence methods with museum staff, and user groups. The research will demonstrate that museums are working hard to gain attractiveness in the face of Covid-19, for which they have completely transformed their present business strategies. The research will find that innovative tendency will contribute to museums long term competitiveness during and after the pandemic.

1. Introduction

The world has been shocked by the pandemic that had started to exist in 2020. According to WHO, the first coronavirus case was reported to WHO by China in 2019. There were about 8,209 new confirmed cases of covid in Malaysia and have raised the awareness to the society that coronavirus is a deadly virus in this century. Numerous efforts have been made by the government to overcome the problems that have occurred since the advent of COVID-19, for example, the government in collaboration with the Malaysian Ministry of Health has given 100% effort to provide their service to the community 24 hours a day. That includes efforts for the tourism sector in ensuring the arts, tourism and culture survive even in this era of the pandemic. The Department of Museum Malaysia (DMM) has addressed the pandemic issue compliance with Standard Operating Procedure (SOP) as well as the use of technology and social media on the museum institutions that were affected by the COVID-19.

DMM plays an important role in the country to remain committed to sustaining the tourism industry.

DMM made a new policy in April 2021 during the "*Kempen ke Muzium*" ceremony at the museum which was organized by YB Dato' Sri Hajah Nancy Shukri (Ministry of Tourism, Art and Culture). The campaign is the core and heart of the operation of a comprehensive and orderly museum. This policy will also provide a clearer picture of the term museum to prevent the word museum from being misused according to the required standards. DMM hopes that these guidelines can be developed as a guide and reference to the community and can help other museums grow more dynamically and excellently because it is based on the path provided by the International Council of Museums (ICOM).

In addition, with the guidance made by JMM, the museums can be reopened for the local community. This is because museums play an important role in restoration and can be a place for them to gain knowledge about what is pandemic and what kind of pandemic has happened before around the world. This is an excellent opportunity for the community to learn history because they will be able to understand and learn how to face the pandemic. JMM has given the finest guidelines for the museum to ensure the safety of their visitors.

Besides, it clearly shows that pandemics bring a huge impact on the world's economy. The economic downturn has educated the people on how to live in the new norms. Various constraints from all angles have taught a country to rise and appreciate what it has and needs to continue to strengthen, especially the reality of service delivery to the community.

2. Objective

The main objective of this research is to examine how museums will adapt following the Covid-19 pandemic and to gather feedback on how well they can ensure long-term competitiveness.

3. Issue and Problem Statement

The question of how people can still access arts and culture at the museums is the most critical and major concern at present, because of the pandemic that had taken place or existed since 2020. This condition is critical to this research because it affects the public's ability to consume artistic goods. Moving forward, both short- and long-term effects must be considered in museums' managerial approach during the pandemic.

In fact, according to a report by the International Council of Museums (ICOM), which surveyed 1600 museum visitors and museum professionals from 107 countries between April 7 and May 7, 2020, 94.7% of those responding to the survey said their institutions were closed (Brodeur, A., Clark, A. E., Fleche, S., & Powdthavee, N. (2020)). Aside from the economic difficulties, Covid-19 caused significant harm to the population's well-being. Many people get lonely as a result of the social isolation caused by incarceration (Kana'an, R. (2022)).

3.1. Government had to Reduce Tourist Activities

Coronavirus has the ability to rapidly mutate and the pathogens that are easily and extremely contagious can make unexpected outbreaks at any time. This affects global mobility because people are more cautious to go to public places. Museums are one of the institutions that have been affected by this problem due to the fact that the government had to reduce tourist activities. It is estimated that one in eight museums are not able to reopen and could be permanently close as a result of COVID-19 as stated in the research article by Foo, L. P., Chin, M. Y., Tan, K. L., & Phuah, K., T (2020). According to Choi, B., & Kim, J. (2021), most of the museums around the world had to be closed for a couple of months for safety purposes and to avoid the virus from spreading. When this happens, society must abide by the rules issued by the government.

3.2. Restore the Culture of Going to the Museums

In 2021, society is already adapting and comfortable with the new norm. If the problem of opening the museums is still lingering then there will be problems to restore the culture of going to the museum among the community, particularly among youth. Not to forget, this will also affect visitors from foreign countries too. This can be proven, based on the number of foreign tourists that are usually visiting Malaysia every year for our museums is getting reduced by ILO (2020). The statistics for the reopening of museums around the world is 13%, which indicates that the probability of museums staying closed is very high. This is because most museums are puzzled over how to reconfigure their spaces in line with new health and safety regulations and at the same time entertain their visitors.

3.3. Postponed Volunteer Program at Museum Malaysia

As for the museum in Malaysia, even though they still receive visitors after MCO, the volunteer program had to be postponed due to safety and SOP reasons. According to a statement issued by Savitha (2020) the sight of museum volunteer guides ready to lead visitors on a tour of the main galleries while illustrating stories is now a distant memory. This is because only 100 visitors are allowed to be in the museum's exhibit area in the museum in Malaysia. The procedure has been created by the museum; the visitors need to follow as it is important to them. Evidently, the pandemic has caused difficulties for the museum to operate and achieve its goal of staying connected with visitors. Although the programs can be done online, the experience gained is not the same as face to face.

3.3.1 New strategies to satisfy visitors.

For the first time, a museum in Malaysia had to close its doors to its visitors for quite some time due to the pandemic. At the same time, museums had to come up with new ways to provide for visitors. The Weekend Workshop that had been running for centuries and became one of the museum's identities had to be postponed and replaced online. Activities that can evoke creativity, tolerance and communication between children and parents have been disrupted. Despite the museum's approval, the current SOP also forbids children under the age of 13 and school or university groups from visiting (Islamic Arts Museum Malaysia Facing the Pandemic, 2020)

Overall, the complexity of the museum to continue to impart knowledge and communicate with visitors while adhering to the SOP is a major problem that can be seen throughout the pandemic. Not to forget, the concern of the museum to maintain the culture of visiting the museum after the end of the pandemic. However, the museum has tried to find ways for the public to access the museum. Among the initiatives provided are, National Museum has officially opened an Instagram account and displayed its exhibits, and The Islamic Art Museum

has conducted workshops and activities throughout the MCO online, one of the activities is a video about Wayang Kulit that tells the story of Si Kancil. Furthermore, Bank Negara Malaysia Art Gallery is temporarily closed from 9 March 2020, as a precaution of COVID-19. If the Malaysian government implements a total lockdown, then all the museums will not be able to operate and must be closed for the good of all.
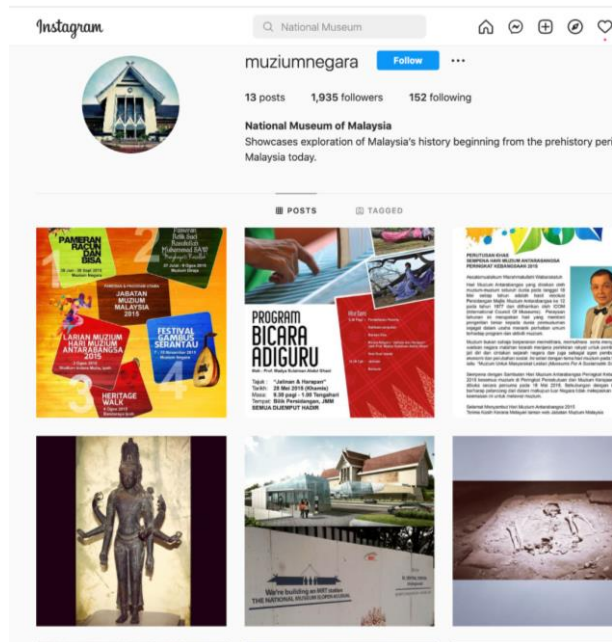
Figure 1. National Museum of Malaysia in social media platform

3.3.2 Expansion of Experience in the Digital Age

Museums exhibit collections in physical space and develop social conceptualization based on cultural diversity with the help of a variety of stakeholders, including the audience, conservators, curators, educators and partners (Scudero, D. (2006)). According to Brandi, C. (2005) and being supported by Choi, B., & Kim, J. (2021), traditionally, museums exhibit their collections in a physical space, and the collections provide viewers with historical knowledge and aesthetic experiences. National Museum Malaysia, one of the most important of these steps is to improve their social media platforms and content. The official website was also kept up to date with the most recent announcements and information. Finally, they needed to diversify their online presence so that the public could have new experiences and enjoy their collection by virtually visiting the museum.
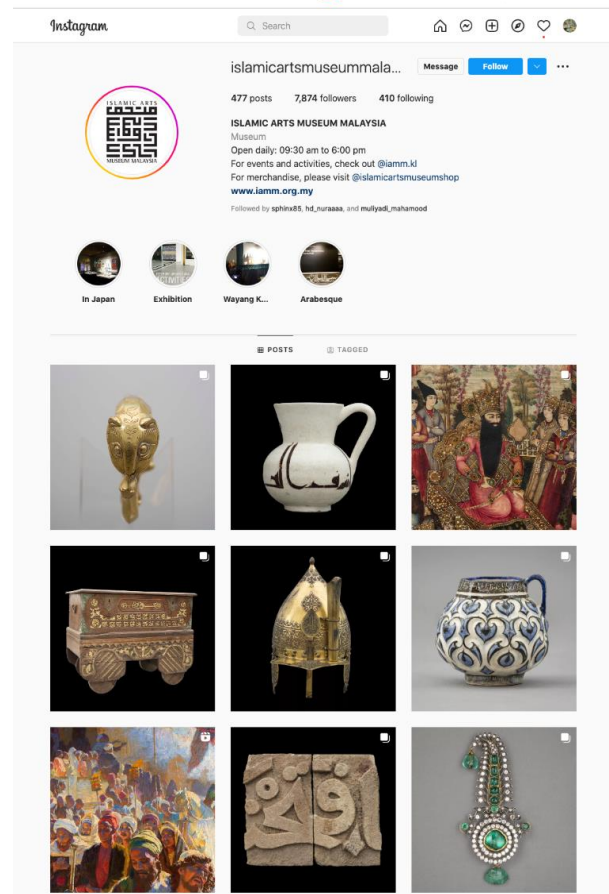
Figure 2. The Islamic Art Museum of Malaysia in social media platform

During the MCO period has been a blessing in disguise for the majority of museums, particularly the Curatorial, Media, and Education teams. They had to collaborate to experiment and create online content for their website and social media platforms. Social media as a main platform to share their collection online. In addition to their regular postings of high-resolution images of artifacts, they have been making documentary-style videos about many of the fascinating objects in their collection. They have also created several videos to highlight their special exhibitions that were open prior to the imposition of the MCO.
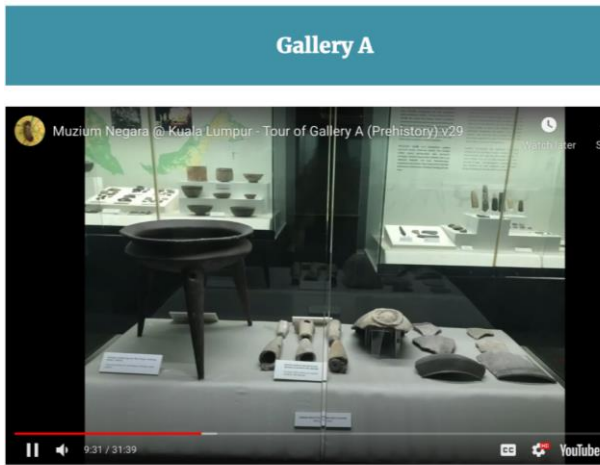
Figure 3. Sample of video tour in Malaysia museum

4. Methodology

The challenges faced by the Museum after the Covid-19 pandemic is to strengthen online-oriented services using digital technology. The questionnaire given more on digital technologies.

The primary data was generated by applying questionnaires to the specialist in the field and the user groups. To ensure representativeness, 10 questionnaires were delivered randomly to the museum staff and 40 questionnaires delivered randomly to the general public. Questionnaires have been conducted by giving forms to museum staff and user groups. The observation method is also used by analyzing the data from the questionnaire based on the percentage. The research uses questionnaires based on closed-ended questions for the respondent to answer and examined by the researcher. About 50 people have been chosen and that is the minimum respondents for this research that require analysis and statistics.

5. Findings and Discussion

According to the results of a survey, the top challenges to individuals attending museums are time, money, cultural awareness, physical limitations, and the unattractiveness of the exhibitions on offer.

Furthermore, the Covid-19 pandemic crisis, which resulted in a continual lockdown, was damaging for the art and museum industries. The latter forced numerous firms to shut or put their operations in jeopardy, including art institutions.

Table 1 shows the demographic background analysis of the visitors in the museum.

Table 1. Demographic background of the visitors in the museum

Demographic	Details	Percentage
Age	Below 20 years old	18%
	20 years - 29 years old	30%
	30 years - 39 years old	44%
	Above 40 years old	8%
Race	Malay	100%
Education	High School (SPM)	18%
	Diploma	56%
	Others	26%
Occupation	Government	20%
	Private	24%
	Business	34%
	Pension	4%
	Student	18%

In this research, most of the respondents are from the age group 30-39 years with 44%, followed by the group 20-29 years with 30%. The minority of the respondents are from the age group below 20 years old with 18% and above 40 years old with 8%.

There are four races: Malay, Chinese, Indians and others. However, in this research, only one group of races has made this questionnaire, Malay, with a majority of 50 respondents (100%). It shows that only the Malay race get the questionnaires. This is because there are only Malay people during the questionnaire distribution.

Most of the respondents are diploma holders, with 56% participating in this research. For occupation, most of the respondents are business with 34% followed by the government with 20%.

Table 2. Online and Offline museum

Demographic	Details	Percentage
Online Museum	Exploring and visiting virtual	54%
	Tend to visit real museum	84%
Offline Museum	Exploring and visiting real museum	46%

A virtual museum website can give global exposure. According to the questionnaire's result, 84% of individuals who browse a museum's website are more inclined to visit the real museum.

To some extent, the use of advanced digital technologies helped balance the psychological impact of the imposed isolations. Many platforms and technological tools have been developed to provide people with social and cognitive support, as well as to support the economy of art institutions.
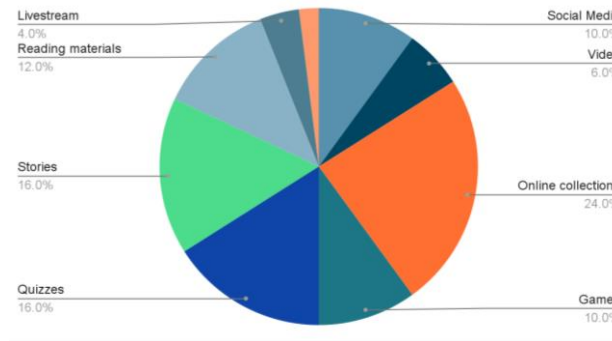
Figure 4. Popularity of museum online services

From figure 4, the respondents stated that online collections or online services, with the openness, connectivity, and mobility of the internet environment are extending the knowledge and experiences provided by museums. The advancement of digital technology allows users to interact directly with museums. The use of digital media by museums to convey information about their collections has evolved over time.

The use of digital media to transmit information about museum collections has evolved throughout time. Initially utilized for electronic brochures and digital metadata archives, digital media has now been employed as an effective interactive tool for learning about museums since the 1960s, leading to

the usage of digital technology in conjunction with museum exhibition sites.
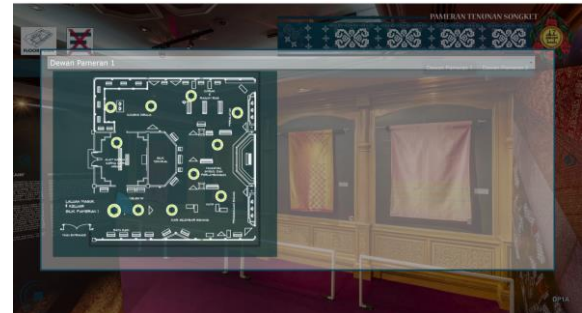
Figure 5. Virtual Gallery National Museum Malaysia

For example, in figure 5, the National Museum Malaysia provides virtual tours with an exhibition guide application to provide information on collections accumulated in an on-site digital archive.
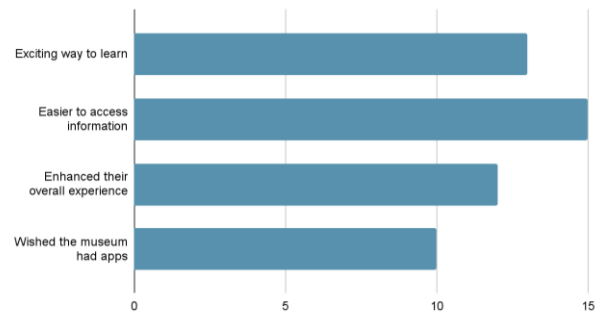
Figure 6. What do visitor think of digital hub

From figure 6, what do visitors think of digital hubs, 15 respondents agree that it is easier to access information. 13 respondents agree it is an exciting way to learn. 12 respondents say it enhances their overall experience. Only 10 respondents wished the museum had apps.

Conclusion

Overall, this research was conducted to examine how museums will adapt following the Covid-19 pandemic and to gather feedback on how well they can ensure long-term competitiveness. It is the responsibility of the museum to realize the vision and mission of the museum even in this complicated situation. The COVID-19 epidemic is transforming our environment, and in some ways, it appears to be improving and becoming more positive through creativity. Museums are transitioning from suppliers

to social connections platforms, utilizing digital technologies and making their positions available to the public.

The COVID-19 epidemic reduced museum visits and caused considerable harm to the museum business. As a result, museums have had to adapt and include many tactics in order to combat obstacles and such unanticipated dangers. Recently, it has been recognised that museums employ a wider range of communication channels than in the past, and that they go beyond the constraints of face-to-face contact in physical locations such as exhibitions. In view of the current context, the Internet presents museums with a new communication channel—online multimedia platforms.

The COVID-19 epidemic is altering our environment, and in some respects, it appears to be improving and becoming more positive via creativity. Museums are transitioning from providers to social connections platforms, utilizing digital technology and making their positions available to the public.

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Spatial Data Infrastructures in Bulgaria

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Abstract

Accurate, up-to-date and reliable information is vital for the activities, concerning management and planning of a region's human and natural resources and for dealing with regional development decisions that have a spatial context. A comprehensive information base could reduce uncertainty and improve decision-making process in order to make it more effective.

1. Introduction

Spatial data infrastructure is a strategic important theme for the countries members of the EU. The presented research paper summarizes the current information for the spatial data infrastructure for Bulgaria and the Directive INSPIRE (Infrastructure for Spatial Information in Europe). The main participants in the process are identified

Spatial Data Infrastructure (SDI) includes the following elements: technology; standards; policies and human resources. Extensive knowledge of the spatial data infrastructure is lacking. It has been found that they are collected and used very differently both in different countries and at different administrative levels in one country. Problems also arise with the sharing of this data between the parties. In principle, spatial data are global and cannot be considered on a country-by-country basis. Therefore, they need to be interoperable. The problem is the coordination and management of data, as well as their distribution according to the problem area and responsibilities.

Research thesis: The concept of Spatial Data Infrastructure (SDI) continues to evolve and is becoming an increasingly important element of the infrastructure that supports economic development, environmental management and social stability. However, due to its dynamic and complex nature, it remains a vague concept for many and, depending on their needs and circumstances, practitioners, researchers and governments adopt different views on it.

Spatial Data Infrastructure (SDI) includes the following elements: technology; standards; policies and human resources. Extensive knowledge of the spatial data infrastructure is lacking. It has been found that they are collected and used very differently both in different countries and at different administrative levels in one country. Problems also arise with the sharing of this data between the parties. In principle, spatial data are global and cannot be considered on a country-by-country basis. Therefore, they need to be interoperable. The problem is the coordination and management of data, as well as their distribution according to the problem area and responsibilities.

2. Essence of Spatial Data Infrastructure

Spatial Data Infrastructure (SDI) is defined as a framework of policies, institutional arrangements, technologies, data and people that allows the sharing and efficient use of geographic information by standardizing access formats and protocols and interoperability. The objectives of SDI are:

- reducing duplication of effort between governments;
- reducing the costs associated with geographic information, while making geographic data more accessible;
- increase the benefits of using available spatial data;
- establishing key partnerships between states, counties, cities, academia and the private sector.

SDI should be seen as part of broader eGovernment initiatives.
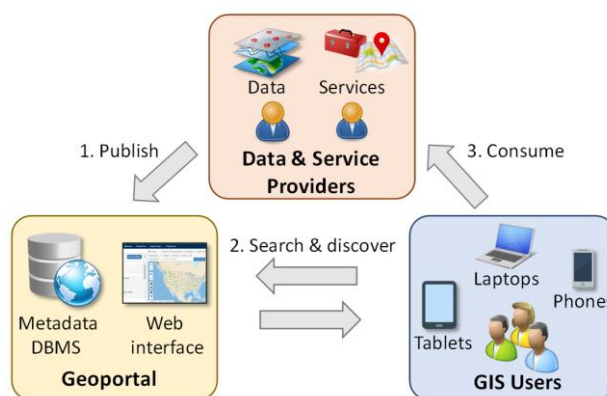
Figure 4. Essence of Spatial Data Infrastructure

The development of spatial data infrastructures: from concept to reality makes a timely contribution to the theory and practice of SDI and reveals a new basis for improving the understanding of their relevance and value. This provides expert reviews of policies, concepts, standards and practices related to the design, implementation and operation of SDI. This introduces the concept of SDI hierarchy, based on hierarchical spatial thinking, outlines the similarities and differences between SDIs operating within and between different jurisdictions, and identifies the key factors for the success of SDI initiatives.

3. Spatial Data Infrastructure in Bulgaria

The Bulgarian Spatial Data Infrastructure (BSDI) is a prototype of a geoportal as a free service for public benefit. One of the main objectives of BSDI is to present databases, services and operational capacity of Bulgarian organizations, with priority:

• European Strategy for Sustainable Development "Europe 2020";

• Danube Strategy;

• Earth observation program - global monitoring of environment and security; in integration with the development of the GALILEO satellite navigation system;

• European directives and regulations on spatial data harmonization, data quality assurance, land monitoring, risk and security management.

The initiative is part of a framework agreement between the Electronic Communications Networks and Information Systems Executive Agency (EMSIS) and the Agency for Sustainable Development and European Integration (AURE), as well as implementing tasks under an agreement between AURE and the Joint Research Center (JRC) of the European Union. commission. An experimental geo-database [5] has been developed, an element of scientific and applied tasks and projects, including the 7th Framework Program of the European Union. One of the objectives is to facilitate and speed up the implementation of the requirements of the European Parliament's Directive 02/07 / EC on the establishment of an infrastructure for spatial information in the European Community (INSPIRE).

The experimental geoportal is user-oriented. The user can open and view various thematic maps, as well as digital satellite images attached to the map of the Republic of Bulgaria. In addition to the thematic map material, attribute tables with text data are included, and for more and more diverse information, a link to other websites (Wikipedia) is provided.

The integration of information from satellite images with various other information layers allows:

• synchronization of various data;
• authentication;
• updating and creating an opportunity to provide the basis for effective and sustainable management.

The sharing of data from space and terrestrial sources, as well as the constant monitoring of the earth's surface (land cover and land use), allows to ensure the security and reliability of information, to provide services that are end-user-oriented and effective results from accompanying analyzes, forecast models and estimates.

To make it easier for users to enter the name of the place they are looking for, the data is organized in a simple way and is easy to choose. Point, linear and area objects can be defined and selected - fig. 1.

Figure 2. Geoportal with spatial data

The database is constantly updated with new layers of information coming from various state, scientific and municipal structures. They are promptly presented in electronic form with the appropriate degree of accuracy.

The first stage of the pilot project has been finalized - a spatial database for the trans-European transport corridors passing through Bulgaria - based on satellite images with a resolution of 15 m and 30 m from the LANDSAT satellite.

Layers of satellite imagery with a resolution of 5 m from the SPOT satellite, as well as a very high resolution of 0.70 m and 1 m from the Ikonos and Quickbird satellites for cities, ports and other important sites are currently being completed.

Bulgaria is included in the Global Disaster Notification and Coordination System (GDACS) - a system that provides near real-time signals of natural disasters around the world. Agency for Sustainable Development and European Integration (AURE), which is in close partnership with the state administration, municipalities, civil society organizations, research organizations, universities and research institutes of BAS, participates in the gradual building of operational capacity to meet the requirements of Directive 2007 / 02 / EC and the Global Monitoring for Environment and Security (GMES) Program.

4. Government Structures Maintaining and Consuming Spatial Data

The organizations in Bulgaria that are related to spatial data infrastructure are:

• Government organizations - research organizations (BAS, Space Research Institute, National Statistical Institute); ministries (Ministry of Agriculture and Food); municipalities; private companies that operate or use spatial data.
• Holders of geospatial data - ministries, government agencies, research institutes, municipalities, private companies.
• Organizations whose activity is the exchange and sharing of geospatial data (there are no such organizations in the country).

Data can be accessed on request, online or through services offering spatial data.

The standards used for spatial data are local, vendor standards and open standards.

The laws in Bulgaria that concern spatial data are: Law on Cadastre and Property Register; Law on Geodesy and Cartography; Law on Development of the Black Sea Region; Law on Protected Areas; Spatial Data Access Act. The Law on Access to Spatial Data concerns metadata in Bulgaria, which requires large investments by the state, as well as additional human and financial resources to be implemented. The human resources that are related to spatial data are employees in the state administration, in the companies and in the universities.

According to a study by Leuven1 for 2020 [6], the main participants in the geoinformation market in Bulgaria are:

A) Government organizations that play a dominant role in spatial data infrastructure. The main state organizations for the country are the following:

• Ministry of Regional Development and Public Works (http://www.mrrb.government.bg) together with the Agency for Geodesy, Cartography and Cadastre, which is responsible for the production of large-scale maps and the cadastre.

• Military Topographic Service, responsible for surveying the territory of the country at a scale of 1: 25000. It also maintains the State Geodetic Network.

• Agency for Sustainable Development and European Integration.

• The Ministry of Agriculture and Food maintains the agricultural cadastre after the completion and completion of the restitution of agricultural land and forests in Bulgaria.

• The Ministry of Environment and Water together with the Executive Environment Agency manages about 80-90% of the environmental information. The agency together with 15 regional municipal administrative centers provides management at all levels.

• Ministry of Finance - maintains information on tax offices and customs offices.

• Ministry of Justice - information on courts, notary offices, maintains the National Property Register.

- Ministry of Interior - information on passport control.

- National Statistical Institute.

- Bulgarian Academy of Sciences together with the Institute of Geography.

- National Institute of Meteorology and Hydrology - collects information on climate and weather, on the quantitative characteristics of surface and groundwater.

- Ministry of Health - monitors the impact of the natural and working environment on human health; determines the state policy for preventive health care and the quality of drinking water.

- Ministry of Transport, Information Technology and Communications - is responsible for the transport network in Bulgaria, prepares standards for harmful emissions from vehicles and monitors their compliance.

- Ministry of Economy, Energy and Tourism - develops programs for development in the energy sector and in particular for the reduction of industrial pollution from energy sources, is responsible for the heat transmission and energy transmission network in the country.

- Local administration and municipalities - implement environmental policy. The main functions are the development of environmental protection programs, which relate to the management of air quality, waste in settlements and water.

B) Private companies. They can be data providers, software or service providers. Some large companies generate data for special purposes and therefore have this data. Such are, for example, utility companies such as electricity, water, heating and gas distribution companies.

C) Consumers.

- Public organizations at central / regional / local level.

- Private companies such as: security companies, telecommunications companies, public service distribution companies.

- BAS, Institute for Space Research, universities.

D) Associations that are relevant to spatial data.

- Association for Geospatial Information in Southeast Europe - AGISEE (www.agisee.org).

- Bulgarian Association for Geospatial Information - BAGIS (www.bagis.bg).

- URSIT (http://www.ursit.com)

- The Union of Surveyors and Land Surveyors in Bulgaria.

- Association of Geodesy.

Applied services

Application services run on user terminals (eg desktops, laptops, mobile devices) or servers to provide access to various other services. Users use them to access cataloging, imaging, processing and data services depending on the requirements and the designed implementation of the application. They often provide user-oriented geospatial content displays and support user interaction in the user terminal.

Data services

Data access services include: function access services (FAS or WFS and CAS or WCS coverage access services), geospatial data services may include an image archiving service (IAS) to provide access to and management of large sets of digital images and related metadata and providing access to location-based data in the form of the following services:

- Directory services - to provide access to online directories for finding locations in specific or nearest places, products or services;

- Geocoding services - to transform a location description (place name or street address) into a normalized location description;

- Navigation services - To determine travel and navigation routes between two points; and

- Gateway services - to identify the position of a known mobile terminal in the network.

Portraiture services

Portrait services provide visualization of geospatial information. Given one or more inputs, imaging services produce imaged results (ie maps, perspective terrain views, annotated images, etc.). They may be closely or weakly related to other services, such as data and processing services, and may transform, combine, or produce imaged results. Portrait services can be arranged in a "value chain" of specialized processing services to support workflows for information production and decision making. The following are some examples of such services:

- Map Display Services (MPS) - such as WMS

- Coverage Display Services (CPS) - such as the OGC Coverage Portrayal Service

- Mobile presentation services - To present spatial information on mobile devices

Processing services

These services provide data processing or transformation operations in a manner determined by user-defined parameters and may be closely or weakly related to other services, such as data and processing services. Examples of processing services are as follows:

- Coordinate transformation services - For conversion of geospatial coordinates from one reference system to another;
- Chain Services - To enable the combination or pipeline of results from different services in response to user requests (for example, when CPS extracts multiple image covers from different WCS services and then assembles mosaics from them to display the resulting combined image);
- Geospatial analysis services - to use the information available in a collection of characteristics or features to obtain application-oriented quantitative results that are not available from the raw data themselves;
- Geocoder Services - To find the geographical location of an address; and
- Directory Services - To provide access to geospatial data indexed by location name rather than coordinate locations.

The following summaries can be made on the basis of the exposition.

- The SDI territorial coverage approach is entirely national.
- Currently, only the public sector is involved in building the FDI.
- SDI involves both providers and users of this data.
- Partial geoinformation databases exist and can serve as a basis for creating coverage for a united Europe for some data and components according to INSPIRE.
- The geodetic reference system and design systems are standardized, documented and partially adapted.
- There are some documented data quality control procedures applied at the SDI level.

Conclusion

With the establishment of the National Spatial Data Portal, the State Agency for Electronic Government has finally fulfilled its obligation to build the main element of the infrastructure for spatial information in the Republic of Bulgaria, which is part of the European. This created a strategic basis ensuring the effective implementation of the obligation to establish a standard and interoperable information and communication point for the exchange of spatial data at national and European level.

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The Apparel Purchasing Behaviour from Physical to Online Shopping in Malaysia: Overview of Generation Y and Generation Z in Klang Valley, Malaysia

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Abstract

Shopping for clothes is a retail therapy among various generations, including *Gen Y* and *Gen Z* (Generation Y and Generation Z). The ability to choose, feel and spend within the financial plan provides personal's satisfaction for individuals. Specific aspects of customer satisfaction matter depending on where the customer shop since it increases customer loyalty. However, the infectious disease outbreak of COVID-19 that occurred globally in 2020 shaped the shopping culture of the current generations, which now includes both in-store and online purchases. Once imposed restrictions and lockdowns by the Malaysian government led Generation Y and Generation Z to adopt online shopping as part of the trend for apparel purchasing. With the transformation that has occurred, this study investigated the relationships between personal characteristics and re-patronage behavioural intention among *Generation Y* and *Generation Z*; in adapting to the new norm of shopping in Malaysia. A qualitative methodology was adopted where surveys were distributed to uncover the activity, impulsiveness, confidence, susceptibility, interpersonal, utilitarian, and hedonic shopping culture orientations of an individual from the generations. Through the descriptive statistical analysis, the results represent the classification of the relationship between personal characteristics and re-patronage behavioural intention. *Generation Y* (Millennials) and *Generation Z* found the functions and activities of online purchases very straightforward and easy, which derives a positive attitude toward the online platform.

1. Introduction

Apparel shopping is a therapy and retail activity that many people enjoy. Browsing around clothes from one outlet to another becomes a ritual interest (Bea, 2021). Subsequently, the fashion forecast provides the upcoming trends for the following season and allows keen consumers to look forward to the latest trend in the market. The presented styles appear either in stores or on the runway deemed to fulfill their demand. However, when COVID-19 struck almost every country around the world in 2020, the shopping culture changed drastically (Jones, Palumbo & Brown, 2021). The situation has shifted the purchasing attitude among shoppers at various levels in Malaysia, including Generation Y and Generation Z. Online apparel shopping has become their lifestyle as the traditional method of purchasing has been switched alongside the worldwide change (McKinsey & Company, 2021).

The demand for eCommerce is on the rise and rapidly evolving with new generations (Generation Y and Generation Z) of consumers participating actively in the activities (Statista, 2022). These generations are labeled as tech-savvy. Orendorff and Dopson (2022) reported an increase in online apparel purchasing despite the current economic condition and living crisis. It is predicted that online fashion retail will escalate its worth from US533 billion in 2018 to US870 billion in 2023. Jee, Abdulraqeb, and Al-Khaled (2021) have also described in their studies that there is a surge in online purchasing activities by Generation Y in the Klang Valley compared to other generations. The outcome from 403 sets of online surveys conveyed that satisfaction, brand involvement, and technology have directed Gen Y to purchase online. These significant attributes are derived from the substantial role of e-commerce, particularly in the fashion industry, where consumers easily access platforms for locating products, shopping using virtual charts, and checking out items.

When a comparison is made between generations, Generation Y (the Millennials) and Generation Z, in the years 2020 and 2021, purchasing online clothes appeared to be 1% higher among the Millennials (58%) than Gen Z (57%). The report from Vuleta (2022) also added that 76% of Millennials intended

to buy online in the year 2020 compared to 69% of Generation Z. A survey conducted the following year showed an increasing trend in online shopping among these generations, with 56% of them using social platforms as the method of buying. The report also revealed that 81% of Generation Z and Millennials found items through mobile Apps (Froehlich, 2022).

The trend of online purchases will continue to increase in 2022 and remains popular among the young generations in Malaysia. A survey by Apparel Resources (2022) described that shopping for fashion is the most popular online category in the year, with retail sales up 20.9% in April. The data from a survey among 1005 Malaysians; aged 18 to 74 shows that fashion, including apparel, is the most popular category. The result indicated that 50% of them were attracted to online shopping. Shopee is the most preferred online platform, utilized by 79% of them to purchase their products, followed by Lazada with 21%.

However, the emergence of a different purchasing landscape (online) among the new generations has made ones wonder about the existence of the traditional method of shopping through physical stores. Will there ever be a sensation in looking, touching, and observing the physical clothing from the same frequented store? Will these tech-savvy consumers shift their purchasing habits to physical rather than virtual? Does their purchasing power remain constant? Subsequently, a survey conducted by Property Hunter (2022) among Malaysians, in general, stated that 52% of respondents believed that traditional retail would return to a normal state. And 65% preferred in-store clothing shopping compared to online shopping. Adyen Retail Report (2022) also revealed the outcome of a survey that after a prolonged period of limited access to physical stores, customers have the willingness to renew their appreciation for shopping offline. The result described that 59% of customers enjoyed touching, feeling, and trying products before buying, while 61% would be more loyal to the brand if they could return online orders in-store.

Hence, this study was carried out to investigate the relationship between personal characteristics and the behavioural attitude of new generations in Malaysia toward revisiting their patronized clothing store in the post-pandemic era. The research delimits the scope of observation to Generation Y and Generation Z in the Klang Valley area, where the relationships between personal characteristics (need for activity, impulsiveness, shopping confidence, interpersonal influence susceptibility, utilitarian and

hedonic shopping orientations) and re-patronage behavioral intention were observed. By conducting this research, it is hoped that the needs and behavioural attitudes of the generations could be studied to interrelate the attitude between generations further.

2. Literature Review

Individuals who fall into one of the current age groups share common interests, observations, norms, and lifestyles, which have an impact on their purchasing decisions and characterize them as consumers. Studying the distinctive traits of various age groups provides a strong foundation for entrepreneurs aiming to construct successful communication strategies and methods for brand development (Naumovska, 2017).

2.1. Who are the Millenioals: Definition and Related Issues

Researchers commonly define millennials (or Generation Y or Gen Y) as the demographic cohort born between the early 80s and the late 90s (Lohman, 2021). Some researchers found that traditional marketing models are not working on Generation Y consumers. They believe that the decision-making process of Generation Y consumers is very complicated and that their behaviours differ (Lister, 2022). According to their research, social media is the most effective technique to target the Generation Y consumer category (Davidaviciene et al., 2019). Every generation has unique traits and qualities. Nonetheless, researchers and practitioners are searching for innovative ways to create new marketing strategies that suit each generation. For instance, Generation Y focuses more on technology. In order to promote a product, marketers should focus on the use of technology, hence the appearance of E-marketing. E-marketing emerged because marketers focused on the use of technology to sell products. Marketers continue to approach consumers through all the applications on their phones, especially those with social media features, whether it be on Facebook, Instagram, Twitter, or even YouTube, and sometimes even harass them. Generation Y was born between 1980 and 2000 (Iberdrola, 2020). They are Baby Boomer generation descendants and grew up during a period of constant economic and global change, including the ascent of female leaders, movements for racial and cultural inclusion, ecological and social

awareness, the development of technology, electronics, and the digital age, as well as processes affecting the world economy. In terms of marketing communication, marketers face a real challenge when trying to capture the attention of the audience – members of Generation Y (McGuire, 2022). Compared to Baby Boomers and Xers, they are less likely to respond favourably to commercial cues. More visuals, graphics, animations, and videos need to be used by marketers. The language of storytelling and challenging words must be used by creative designers when crafting copy. They react favourably to comedy and reject overly somber commercial messaging. They are little interested in media on television (Kalogeropoulos, 2019) and are more related in social media, interactive platforms, and fond of fast communication: instant messaging, texting, and social media platforms: Facebook and Twitter. Content is most important for Gen Y (Fairlie, 2022).

Generation Z, or Gen Z, is the youngest generation, consisting of those born after the year 2001 (Iberdrola, 2020). They experienced the global financial crisis, the economic downturn, and parallel negative trends leading to their childhood loss (Andrew, 2021). However, members of Generation Z are restrained, conscious, and responsible. Since they have never lived without the internet, they are accustomed to using high-tech and multimedia equipment. They enjoy imagination and are prepared to go on a mission. They show the least loyalty to products and employers. The three basic characteristics of Generation Z are instant gratification, gamified success, and open-minded social values (Giray, 2022). Fashionable wardrobe, music, fashion, cosmetics, and online games are very important products for Generation Z. Marketers should be aware that Generation Z is easily dealt with and manipulated with technological devices; hence intensively exposed to digital and social media. In Malaysia, e-commerce will grow in 2020 and increase in the future. Though Malaysian Generation Zs and Generation Y (Millennials) do not see eye-to-eye on everything regarding online shopping, there is the only issue on which they agree wholeheartedly on the future of e-commerce in the country. When asked whether they will spend more online in 2022, more than 2 in 3 (69%) Generation Zs and 3 in 4 (76%) Generation Y (Millennials) responded that indeed they would (Rejack. J, 2020). The population growth is declining in Malaysia. Generation Y (26%) and Generation Z (25%) are the largest generational groups in Malaysia, followed by Baby Boomers (13%) and Generation X (18%) (Worldometer, 2020). Statistics reveal that more

than 40 % of the country's population belongs to the Generation Y age group (IvyPanda, 2021). Currently, most of them are in their mid or early twenties and are joining the work environment as young professionals. The generation, also commonly referred to as millennials, has been found to be the fastest-growing workforce segment. Currently, half of the world's population is below the age of 30. However, a survey conducted by PricewaterhouseCoopers (2022) on the Malaysian Generation Y reveals that the group is most interested in flexible working hours in the work environment.

The majority of Generation Z is composed of Malay ethnicity, followed by Chinese and Indian. The male population of Generation Z stands at 52% and the female at 49% (Worldometer, 2020). The first generation in Malaysia to have grown up with digital technologies, Gene Z has been proven tech-savvy and quick to adapt to technological changes. Members of Gen Z are exposed to technology by their parents at a relatively young age since they are raised by members of Generation X, who are more educated than Baby Boomers. This group, with 98% of Internet and 99% smartphone penetration (Statista, 2022), are early adopters of the quickly evolving technology, and social media plays a significant role in their daily lives. They frequently use Instagram, Snapchat, Twitter, Reddit, and other related websites and services. Malaysia's Generation Z is typically family-oriented and values spending time with loved ones. According to Paul (2019), most of them were raised by grandparents or live-in servants, which may have impacted their close bonds with their families. Their reluctance or awkwardness to communicate with others outside their family may account for the closeness and opulent lifestyle. Millennials, who make up 50% of Malaysia's working population and are between the ages of 26 and 40, are driving this trend (Subramaniam, 2022). In contrast to their predecessors, members of Generation Z, who are between the ages of 18 and 25, demand direct control over their money and are technologically smart enough to use cutting-edge tools to make it happen.

3. Shoping Behavior, Buying Power and Habits

People's lives have been influenced by the multiple changes brought about by COVID-19, particularly in terms of consumer behaviour. Both online and offline, consumers are obsessively purchasing

goods. In fact, some people have even described shopping as a form of therapy. Retail therapy is a misnomer, though, when it comes to it (Health Essentials, 2021). On the other side, COVID-19 has resulted in a significant expansion of online buyers' purchasing patterns. Numerous firms' revenues were significantly impacted by the rise in online buyers. The e-commerce leader of the region appears to be Malaysia. It is significant that from 2020 to 2021, there was a 47% growth in internet shoppers. In fact, 88 % of Malaysia's overall population are now digital consumers, compared with the Southeast Asian (SEA) average of 78 %. Malaysia is also ahead of Indonesia, 81 %, and Singapore, 79 %. (Digital News Asia, 2021).

By the end of 2021, nine out of ten Malaysians are expected to make online purchases (Ganesan, 2021). Before deciding to make a purchase, consumers not only spend 80% of their time online but also search around on up to seven different websites. According to Facebook and Bain & Co in their recent retail study, up to 22 million Malaysians use digital devices, and online channels are four times more important than traditional ones. Another interesting research by Gwendolyn Lim (Bain & Co partner, 2021) described that 63% of online shoppers have no notion of what they want to buy before they start "shopping." People used to have an idea in the past and look for it. Now, thanks to the proliferation of Internet platforms, they prefer to shop compulsively to discover new products online. In fact, small businesses in Malaysia boosted their reliance on digital technology in response to the COVID-19 epidemic, placing 40% more of their emphasis on online sales than the year before. According to the report, social media is a key tool for the industry, with more than 60 % utilizing it to advertise their brand and 55 % communicating with consumers (The Straits Times, 2022).

Malaysia is one of the world's top markets for social commerce adoption, given its social media penetration rate of 89%, with a high likelihood of social media users converting into paying customers. Due to the country's large population of nearly 32 million people, approximately half of whom are digitally savvy consumers aged 18 to 54, with an internet penetration rate of 75%, about 26 million are active social media users, and the country finds it such a favourable situation. Above all, e-commerce adoption is high, with more than 66.6% of people purchasing a product in 2022 (Digital Business Lab, 2022).

A recent study conducted by Janio (Katrina B. & Benedict L, 2019) provides four interesting insights about online shopping habits in Malaysia: (1) more women than men make online purchases (58% vs. 42%); (2) the majority of online shoppers are from the young generation, i.e., people aged between 25 and 34 (51%) and between 18 and 24 (24%); (3) the most popular products purchased online by Malaysians include food delivery, travel, clothing, cosmetics, and sports, with an average order value of US$41, and (4) most of the transactions are made on computers (68%), followed by smartphones (31%) and tablets (1%) (Janio, 2019). Online purchases via smartphones are estimated to grow significantly and will be the dominant device soon. Mobile commerce leads all customer-accessible shopping channels (Dopson, 2022), and with the rising internet penetration rate of 83%, the number of active social media users has also increased in Malaysia. As of April 2021, nearly 26 million Malaysians are active on different social media platforms. This number is expected to increase further with the growing adoption of smartphones among consumers over the next four to eight quarters. (GlobeNewswire - Research and Markets, 2022). PricewaterhouseCoopers (PwC) found that social media influences more than half of Malaysian consumers' online and in-store shopping behaviours in a global survey of more than 8,700 customers across 22 countries. Consumers have developed new habits that we think will continue even after the pandemic passes. (Malaysiakini, 2021).

Another study by Statista (2021) revealed that Malaysians Generation Y and Generation Z spend an average of 3 hours on social media daily and are inspired to buy something when surfing social media (Digital Business Lab, 2022). WhatsApp has the highest number of users, with a penetration rate of 93.2%, followed by Facebook at 88.7% and Instagram at 79.3% (AsiaPac, 2022). Generation Z in Malaysia consumes less TV, radio, and print media than previous generations (Nielsen, 2019). The same study found several interesting findings about Generation Z in Southeast Asia, including Malaysia (McCann Worldgroup Asia Pacific, 2021): (1) Globally, 74% of Generation Zs believe their generation has the power to influence a brands' actions for the better, and sentiment in the Asia Pacific exceeds this at 89% (with Singapore and Indonesia topping the list at 91% and 95% respectively.; (2) role for brands to play in helping Asian Generation Z during challenging times (about 62%); (3) 69% of Generation Z from APAC is always looking for the next cool thing vs. 60% globally. Generation Zs expect brands to help enable and fuel their creativity as they feel their way and try things, mixing genres, styles, and local references;

and (5) they are willing to vote with their money and reward companies that care about the same issues they do. In this way, Generation Zs see brands as powerful allies for change (McCabe from McCann Worldgroup Asia Pacific, 2021). These findings suggest that the young Malaysian generations need a sense of control and more personalized communication from marketers.

4. Methodology

For this Qualitative research study, questionnaires were distributed in-person and online to over 400 respondents within the generations (Generation Y and Generation Z) through random sampling through 209 responses to the questions. The survey was penetrated to respondents who experienced online buying, middle-income groups, had just completed graduation, and were students in the profession. A set of questionnaires was formed to understand whether pleasure and effective qualities will influence them to look forward to purchasing apparel in a new dimension of shopping. Emphasis falls into these sorts of factors, price, convenience, and health aspects.

5. Analysis, Discussion and Findings

In this discussion, the findings obtained from the analysis based on the questionnaire were explained. In this part, the results were generated from the questionnaire derived from 209 respondents. The data were analyzed by *Statistical Package for The Social Sciences (SPPS), Version 23 For Windows.*

The results of this study support that perceived enjoyment and utilitarian attributes (price, convenience, and health aspects) positively affect online buying attitudes along with the relationship between personal characteristics and their re-patronage behaviour. Generation Y and Generation Z find the functions and activities of online purchases straightforward, which derives a positive attitude toward this platform.

4.1. Reliability

Reliability is an important aspect of research. This is intended to demonstrate how these findings accurately reflect the situation accurately studied. Most researchers use Cronbach's Coefficient Alpha (α) to measure the reliability of the questionnaire items. As seen in Table 4.1, the element showed the

result is good. The relationship between personal characteristics and re-patronage behavioural intention is 0.767. Every questionnaire item is valid because Cronbach's alpha is greater than 0.7. So, the data in this study can be classified as good and adequate for this research.

Table 1. Test of Reliability

Item	Cronbach's Alpha	N of items
Relationship Between Personal Characteristics and Patronage Behavioural Intention	0.767	6

4.2. Factor Analysis

Factor analysis is part of a test to determine the validity of the constructs. The test of Kaiser-Meyer-Olkin and Bartlett's test of sphericity test was conducted. Then the value is 0.6, or above variable is significant, and the correlation between the item and the study was high enough for this analysis.

Table 4.2 shows the factor analysis for each variable. The relationship between personal characteristics and re-patronage behavioural intention showed that the result of Kaiser-Meyer-Olkin is 0.769, and Bartlett's Test of Sphericity is $\chi^2 = 346.46, p = 0.000$. Thus, when the Kaiser-Meyer Olkin for the variable is more than 0.6 and the significant value p<0.05, the variable is statistically significant and correlated.

Table 2. Test of Reliability

Item	Kaiser Meyer Olkin	Bartlett's Test of Sphericity
Relationship Between Personal Characteristics and Re-Patronage Behavioural Intention	0.769	0.000

4.3. Normality Test

A normality test is used in statistics to determine whether a data set is well-modelled by a normal distribution. There is important to determine the

types of tests used based on the research objectives. Based on Table 4.3, the test of the relationship between personal characteristics and re-patronage behavioural intention and shopping orientation between personal factors and re-patronage behavioural intention is 0.00, which is p<0.05. Hence, the skewness and kurtosis showed the value of all factors is between -2 to 2, which is 0.016 and -0.328, respectively, and -0.350 and -0.270, respectively. This means there is a normal distribution, and the test should be conducted using a parametric, although all items are shaped Likert scale.

Table 3. Test of Normality for Each Element

Item	Significant	Skewness	Kurtosis
Relationship Between Personal Characteristics and Re-Patronage Behavioural Intention	0.000	0.016	-0.328

4.4. Descriptive Statistics

Descriptive statistics are used to explore the data collected and to summarize and describe them using a table, figure, frequency, percentage, mean and standard deviation. This study involves the relationship between personal characteristics and re-patronage behavioural intention among Generation Y and Generation Z.

4.4.1. Respondent Demographics

Table 4.4 shows the distribution of frequency and percentage of the demographic respondents. The gender showed male respondents involved are 47 respondents (22.5%) and 162 respondents (77.5%) of them are females. Hence, it showed that the number of females is highest compared to male respondents.

Next, the age showed that 77 respondents (36.8%) are between 18 to 20 years old. There are followed by 113 respondents (54.1%) between 21 to 25 years, 11 respondents (5.3%) between 26 to 30 years, 4 respondents (1.9%) between 31 to 35 years, 1 respondent (0.5%) between 36 to 40 years, and 3 respondents (1.4%) are 41 and above. This illustrated that the highest number of respondents is

between 21 to 25 years, and the lowest allocated by the respondents is between 36 to 40 years.

Then the marital status showed 195 respondents (93.3%) are single, followed by married with 12 respondents (5.7%), and 2 respondents (1%) are another status. This represented that the highest number of respondents are single and the lowest is from other statuses.

According to the educational level showed, the majority of the respondents hold a bachelor's degree and equivalent with 118 respondents (56.5%), followed by Diploma and equivalent with 71 respondents (34%), and SPM and equivalent are 14 respondents (6.7%). Meanwhile, the minority of the respondents are Master and above, with 6 respondents (2.9%).

Regarding household income, 64 respondents (30.6%) have less than RM 1000 and between RM 1001 and RM 3000. There is followed by 36 respondents (17.2%) between RM 3001 and RM 5000, 19 respondents (9.1%) between RM 5001 to RM 7000, and 13 respondents (6.2%) between RM 7001 and RM 9000 and above RM 9001. This illustrated that the highest number of respondents is below RM 1000 and between RM 1001 and RM 3000, and the lowest allocated by the respondents is between RM 7001 to RM 900 and above RM 9001.

According to the monthly budget allocation for shopping showed, 42 respondents (20.1%) do not have a budget allocation. There is followed by 44 respondents (21.2%) less than RM 20, 38 respondents (18.2%) between RM 20 to RM 25, 40 respondents (19.1%) between RM 35 to RM 40, 19 respondents (9.1%) between RM 45 to RM 50 and 14 respondents (6.7%) more than RM 50. This illustrated that the highest number of respondents was less than RM 20 and the lowest allocated by the respondents was more than RM 50.

The data on working from home showed the majority of respondents do not work from home, with 167 respondents (79.9%), and the minority of the respondents working from home with 42 respondents (20.1%). Next, the working from the office showed that most respondents do not work from the office, with 169 respondents (80.9%), and the minority of the respondents working from the office was 40 respondents (19.1%).

Besides that, the finding on purchasing apparel or fashion products through an online platform showed that most respondents use an online platform, 159 respondents (76.1%), and the minority of the

respondents do not choose the online platform, 50 respondents (23.9%). Next, the purchase of apparel or fashion product through an offline platform showed that the majority of respondents used offline platforms 163 respondents (78%), and the minority did not choose the offline platform 46 respondents (22%).

Other than that, regarding the news about COVID-19 updates, showed the majority of the respondents follow the news at least once a week with 106 respondents (50.7%) followed at least once a day with 54 respondents (25.8%) and less than once a week with 45 respondents (21.5%). Meanwhile, a minority of the respondents never follow news about COVID-19 updates, with 4 respondents (1.9%).

Besides that, the frequent shopping in the shopping mall (offline) before the pandemic occurred showed a majority of the respondents shopped once a month with 68 respondents (32.5%), followed by once every 3 months with 47 respondents (22.5%), once every 6 months with 36 respondents (17.2%), once a week with 27 respondents (12.9%) and several times a week with 16 respondents (7.7%). Meanwhile, the minority of the respondents shop once a year, with 15 respondents (7.2%).

Next, the frequent shopping in a shopping mall after the pandemic happened showed the majority of the respondents shopped once a year 66 respondents (31.6%), followed once every 6 months by 50 respondents (23.9%), once a month by 38 respondents (18.2%), once every 3 months with 37 respondents (17.7%) and once a week with 14 respondents (6.7%). Meanwhile, the minority of the respondents shop several times a week, with 4 respondents (1.9%).

Based on the comfortable purchasing apparel in shopping malls during the pandemic showed, the majority of the respondent's neutral with 81 respondents (38.8%), followed by uncomfortable 55 respondents (26.3%), comfortable with 42 respondents (20.15), and strong uncomfortable 22 respondents (10.5%). Meanwhile, the minority of the respondents are strongly comfortable, with 9 respondents (4.3%).

Table 4. Demographic Respondent

Demographic	Frequency	Percentage
Gender		
Male	47	22.5
Female	162	77.5
Age		
18-20 years old	77	36.8
21-25 years old	113	54.1
26-30 years old	11	5.3
31-35 years old	4	1.9
36-40 years old	1	.5
41 and above	3	1.4
Marital Status		
Single	195	93.3
Married	12	5.7
Others	2	1.0
Employment Status		
Self-Employed	22	10.5
Public Sector	9	4.3
Private Sector	21	10.0
Retiree	157	75.1
Education Level		
SPM and equivalent	14	6.7
Diploma and Equivalent	71	34.0
Bachelors and equivalent	118	56.5
Masters and above	6	2.9
Household Income		
Below 1000	64	30.6
Between 1001 and 3000	64	30.6
Between 3001 and 5000	36	17.2
Between 5001 and 7000	19	9.1
Between 7001 and 9000	13	6.2
Above 9001	13	6.2
Monthly Budget Allocation		
No budget allocation	42	20.1

Less than RM 20	44	21.1
RM 20-RM 25	38	18.2
RM 25 - RM 30	40	19.1
RM 35 - RM 40	19	9.1
RM 45 -RM 50	14	6.7
More than RM 50	12	5.7
Working From Home		
No	167	79.9
Yes	42	20.1
Working From Office		
No	169	80.9
Yes	40	19.1
Purchase Fashion apparel through the online platform		
No	50	23.9
Yes	159	76.1
Purchase Fashion apparel through the offline platform		
No	46	22.0
Yes	163	78.0
Follow News COVID-19 news		
Never	4	1.9
Less than once a week	45	21.5
At least once a week	106	50.7
At least once a day	54	25.8
Frequent Shopping Before the pandemic		
Once a year	15	7.2
Once every 6 months	36	17.2
Once every 3 months	47	22.5
Once a month	68	32.5
Once a week	27	12.9
Several times a week	16	7.7
Frequent Shopping After the pandemic		
Once a year	66	31.6
Once every 6 months	50	23.9
Once every 3 months	37	17.7
Once a month	38	18.2
Once a week	14	6.7
Several times a week	4	1.9
Comfortable Purchase Apparel		
Strongly Uncomfortable	22	10.5
Uncomfortable	55	26.3
Neutral	81	38.8
Comfortable	42	20.1
Strongly Comfortable	9	4.3

4.4.2. To Investigate the Relatinship between Personal Characteristics and Re-patronage Behavioral Intention

Table 4.5 represents the classification of the relationship between personal characteristics and re-patronage behavioural intention. As shown in the table, a substantial majority of the respondents strongly agree that *"I still believe apparel shopping is a rewarding and relaxing activity, either online or offline"* (48.3%). This was followed by *"I believe in "touch and feel" the apparel before the purchase process happens"* (46.9%) and *"The choices of apparel either online or offline must suit with the apparel values, brand, and comfort"* (44.5%). Besides that, respondents also choose to agree that *"My choices of apparel are currently being improved either through online or offline purchase"* (41.1%). As seen in Table 4.5, the respondents reacted to the relationship between personal characteristics and re-patronage behavioural intention. Next, the highest mean showed the respondents agree about *"I still believe apparel shopping is a rewarding and relaxing activity, either online or offline"* (with a mean of 4.296, SD=0.801). Meanwhile, the lowest mean showed the respondent less agree about "*My choices of apparel are currently being improved either through online or offline purchase"* (with a mean of 3.918, SD=1.022). The overall mean relationship between personal characteristics and re-patronage behavioural intention is 41.2, and the standard deviation is 0.596. Generally, these show that the respondents agree about the relationship between

personal characteristics and re-patronage behavioural intention.

Table 5. Relationship between personal characteristics and re patronage behavioural intention

Statement	Strongly Disagree	Disagree	Less Agree	Agree	Strongly Agree	Mean	Standard Deviation
I believe in "touch and feel" the apparel before purchase process happen.	1 (0.5%)	9 (4.3%)	38 (18.2%)	63 (30.1%)	98 (46.9%)	4.186	0.913
I love to purchase apparel in a shopping mall, where emotions are irreplaceable in the digital world.	2 (1%)	9 (4.3%)	46 (22%)	75 (35.9%)	77 (36.8%)	4.033	0.921
My choices of apparel are currently being improved either through online or offline purchase.	1 (0.5%)	2 (1%)	54 (25.8%)	86 (41.1%)	66 (31.6%)	4.023	0.811
I will browse related website and do window shopping before I purchase any apparel.	4 (1.9%)	17 (8.1%)	43 (20.6%)	73 (34.9%)	72 (34.4%)	3.918	1.022
The choices of apparel either through online or offline must suit with the apparel values, brand, and comfort.	0 (0%)	3 (1.4%)	32 (15.3%)	81 (38.8%)	93 (44.5%)	4.263	0.767
I still believe apparel shopping is a rewarding and relaxing activity, either through online or offline	1 (0.5%)	3 (1.4%)	30 (14.4%)	74 (35.4%)	101 (48.3%)	4.296	0.801
Overall						4.12	0.596

The survey represents the classification of the relationship between personal characteristics and re-patronage behavioural intention. Generation Y (Millennials) and Generation Z are shopping more on social platforms, where they find the functions and activities of online purchases very straightforward and easy, resulting in a positive attitude towards this platform. A large majority of the respondents (48.3%) strongly agreed that apparel shopping is a rewarding and relaxing activity, either online or offline. Some Generation Y and Generation Z enjoy online shopping because it allows them to look for information about the products or services available on different websites or brands. There are (46.9%) of Generation Y and Generation Z believed in "touching and feeling" the apparel before they made their apparel purchase. The need for touching and feeling leads some consumers to prefer shopping for apparel purchases at brick-and-mortar instead of online and use traditional search instead of online search. Despite

the hurdles, technological innovations, such as the evolution of the web, have changed how people consume products and services, seek information, and shop, increasing online purchases and the likelihood of online shopping.

The respondents' online or offline apparel choices must suit the apparel values, brand, and comfort (44.5%). Results showed that the need for activity, impulsiveness, shopping confidence, interpersonal influence susceptibility, utilitarian and hedonic shopping orientations are significant predictors of clothing interest among Generation Y and Generation Z consumers in Malaysia, and price consciousness moderated the relationship between their clothing interests and purchase intention. Therefore, consumers are able to compare prices or feature differences to make their best choice. When consumers do online shopping, they will have an opportunity to read through other customer reviews regarding the product before making a decision. While traditional in-store shopping cannot provide

customer reviews. This is one of the online shopping benefits to consumers. The respondents also agree that their apparel choices are currently being improved either through online or offline purchases (41.1%).

In general, these show that the respondents agree about the relationship between personal characteristics and re-patronage behavioural intention.

Conclusion

The research has concluded that Generation Y and Generation Z enjoyed online purchase activities even though they are very price-sensitive and able to shop anytime and anywhere. It has shown that convenience and price are perceived to have greater benefits than a wider selection. The emergence of online retailing has become the means for consumer satisfaction derived from the closing of stationary retail stores during the pandemic. Although the total digits of online shoppers continue to increase in Malaysia, a few barriers remain and have caused certain issues for online purchasing, mainly from *Generation Y,* and *Generation Z.* The foreseen obstacles and challenges are ruled out as below:

a) Even though digital technology is getting more advance in Malaysia, not everyone is well-versed in manoeuvring it for daily conveniences. The less technologically savvy group is from the B40 (low-income), who rely on cash in hand to spend on their day-to-day necessities.

b) In conjunction with staying maintained and connected online, it requires a savvy individual to handle the apps since digital technology is advancing daily. The trends and seasonal items notifications by the fashion brands are difficult to be sourced by consumers unless they have an avid shopping app and receive notifications from the brand itself. Not all consumers relate to the apps unless they are VIPs of the brands (McKinsey & Company, 2020). Some consumers are inexperienced and unable to understand the website content entirely. In the meantime, they must own reliable gadgets to purchase the apparel online, which also requires a good internet connection.

c) In general, compared to the traditional method of shopping, where the consumers consider their available options via physical contact, the online shopping

approach requires potential shoppers to evaluate their available options for goods. This could be conducted via visual images and reviews from websites on the internet without actual physical contact or reference. Some consumers believe that "touch and feel," and *brick-and-mortar* stores are important to experience the product (Skrovan, 2017). Emotion is irreplaceable in the digital world.

Thus, the rapid growth of e-retailing may reflect the convincing advantages of online shopping over shopping at physical stores, and the technological modes and tools undeniably enhance consumers' everyday living. However, the final decisions derive from consumers selecting the most suitable approach to purchase the apparel. With the new introduction of digital technology and the changes in apparel retails and trends, the opportunity to check on fit, texture, or colour is possible. Undeniably, *brick-and-mortar* consumers will also, in the future, experience *e-treatment* shopping when facially recognizes technology enhances the experience as they walk through the door and transfer images through the *Internet of Things* (IoT) systems. I hope their experience becomes part of the future vision in consumers' retail shopping.

This study also experienced some limitations. Firstly, this study focused on Generation Y and Generation Z, who belongs to a small and emerging segment of society, which limits the generalization of the study. Secondly, random sampling data can provide different results explaining consumer buying behavior instead of a convenience sampling method. Thirdly, data have been collected during the pandemic outbreak in Klang Valley, Malaysia, which may be different in normal timeframes and other country contexts.

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The Impact of Algorithm Use in Communication Today

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Abstract

Free media and their regulation by the state are two key factors in how public communication takes place within a democratic society today. With the development of the internet and the new communication technologies, these two important elements are complemented by another key factor for the public communication. It shapes how information is processed, published, circulated and filtered. This new element of control is maintained by the online services, digital platforms for communication, search engines and several other so-called "Tech Giants".

States still have the main responsibilities of protecting and implementing democratic and human rights in communication. Today Internet providers and online platforms are increasingly influencing the exercise of these rights. A new digital order of communication flow is being created on the Internet and it is changing the traditional rules and protocols for mass communication.

In today's digital world, freedom of expression and public opinion is increasingly managed and regulated in private and hybrid public spaces created and facilitated by private online companies. These new media systems on the Internet have also created new forms of communication management, monitored and run by their employees, or algorithms and similar mass-processing computer programs that they have created. The communication is becoming increasingly automated and determined by decisions by the AI.

This paper will examine the impact of the algorithms and the AI on the various communication channels within the most used digital platforms, and how this reflects on the societies. Special focus of the paper will be on the filtering of information and their impact on what we commonly find and follow in the modern digital media.

Keywords: *Artificial Intelligence, mass communication, digital transformation, mass media, online media, internet, social media, participative media.*

1. Introduction

The functioning of free media and their regulation by the state is a key factor how public communication takes place within a democratic society. Media are one of the most reliable indicators how free and democratic one particular society is. With the development of the Internet and new communication technologies, these key factors got an additional factor in how the process of public communication is practiced. New public communicators have entered the public sphere, shaping how information is processed, published, circulated and filtered. In this case we are describing the big online services, platforms, search engines, or as frequently addressed as "the online giants".

Of course, the states still have the main responsibility in terms of obligations to respect and protect human rights in communication, but today internet service providers and online platforms increasingly influence the exercise of these rights. A new communication order is being established which changes the traditional rules and common protocols for communication. In today's networked world, freedom of expression and public opinion is increasingly managed and regulated in private and hybrid public spaces, which are formed and enabled by private companies. These new media systems on the Internet have also created new forms of communication management, which are supervised and guided by their employees or by algorithms and similar computer programs for mass data processing

The new privately controlled platforms are conducting this management primarily according to their interests and assessments, mostly non-transparently and outside of any public supervision, mostly through automated decision-making and, so far, without guarantees for compliance of such procedures with the international framework for human rights and freedoms. The regulation of these crucial aspects of communication remains to be a tall task globally.

2. The Uses of Algorithms on the New Platforms

One of the most common approaches to address these challenges is increased regulation. However, regulating online platforms, especially in terms of their use of artificial intelligence (AI), such as automated actions and use of algorithms, is a great challenge. For example, artificial intelligence tools are often used to identify illegal content on the Internet, but complex problems arise when this technology is used to monitor people's communication, for example on social media, under the justification of security. In such situations, it is very easy to activate these automated tracking options, which opens up a significant possibility for abuse.

Freedom of speech, as well as personal or group anonymity are directly threatened by this. Journalists and independent media are mostly under attack from the automated monitoring of communications, because political or economic centers of power can very easily legally cover their abuses of monitoring online communications. Most recently, Greece's National Intelligence Service (EYP) confessed wiretapping of a journalist working for CNN Greece in August 2022[27]. Abuse of tracking and wiretapping technologies had a huge role in the scandal in North Macedonia from 2015 when it was revealed that over 20,000 local politicians, journalists, members of the international community and public figures were wiretapped by the state Security and counter intelligence directorate. Use of AI and tracking software was widely used in these and other similar cases.

The large number of internet intermediaries of various shapes and sizes has created a (global) marketplace of ideas, enabling individuals across the world to share and receive information and ideas. At the same time, however, it has also enabled the proliferation and amplification of hate speech. States must grapple with the competing interests of protecting free speech of individuals, on the one hand, and on the other, upholding the rights and freedoms of the targets and recipients of hate speech, as well as the public at large (OSCE, 2021, p. 5).

Additionally, the possibility of safe participation in online communications is critically important for marginalized groups in their communication and formation of their own groups and communities in order to gain wider support in society and prevent discrimination.

Although artificial intelligence and algorithms are currently in a developed stage, they are still far from being perfect. In cases when online tools with artificial intelligence are used to moderate online and social media content, there is often a lack of adequate understanding of the automatic decisions and clear justification. In practice, users very often do not know why an automated decision was made to remove some content or block their access to the platform.

Algorithmic content moderation involves a range of techniques such as advanced statistics and computational data sorting methods, which vary widely in their complexity and efficiency. They aim to detect, tag, group, predict or classify content based on general or individual features of the content.

Social media algorithms are sorting users' posts based on relevance, rather than their posting time. With this, social networks prioritize which content the user sees first on their profile, i.e., the content is sorted according to the probability that the user really wants to see that particular post. Prior to this use of algorithms, users could only follow their contacts' posts in reverse-chronological order (from newest to older posts).

3. Main Modalities for the Use of Artificial Intelligence in Today's Communication

Algorithms and other automated software tools are used by the platforms to perform detection of various types of content such as terrorism, visual violence, hate speech, nudity, child abuse and spam. Typically, two types of methods are used with algorithms: text analysis and visual content analysis. When algorithms recognize certain content of an illegal type, they perform the following actions: (a) flag the content, or (b) remove the content. Flagged content is usually reviewed by an editor who decides whether or not the content will be removed.

One of the common procedures in the use of algorithms is their openness to learning, or for improvement and adoption of additional rules for recognizing and performing automated operations.

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[27] Panagiotis Kontoleon, the head of EYP, informed the Greek parliament's Institutions and Transparency Committee that his

agency was spying on journalist Thanasis Koukakis, source https://is.gd/4vd5Ex

We can say that algorithms are machine-learning systems which use complex programming tools such as "Natural Language Processing" (NLP). The best-known example of an NLP tool is Google/Jigsaw's Perspective API, an open-source tool that allows website operators, researchers and others interested to use their machine learning models to assess the harmfulness or "toxicity" of a post or comment, in a given language. Automatic detection and recognition of photos and videos are programmed to detect content that has previously been identified as illegal, and in correlation with this to discover new content that might belong to the same category.

Following the Christchurch terrorist attack in New Zealand in 2019, Microsoft, Facebook, Google and Twitter established the Global Internet Forum on Countering Terrorism (GIFCT) as part of their commitment to improve online companies' compliance with the EU Code to combat illegal hate speech on the Internet. Within GIFCT, these companies share experiences on their algorithmic content moderation tools[28].

4. Key Problems in the Use of Artificial Intelligence in Communication

The functioning of the algorithms is far from flawless. It often happens that users are blocked from accessing their profiles on a social network just because of a mistake by an automated operation. In the field of mass data processing, for example, errors occur where, due to the structure of the database used by the algorithms, wrong results are produced. For example, if explicitly racist visual data (photos and videos) are entered into the user base, the results obtained by the algorithms will also be "racist".

A common problem with algorithms is their constant change, which especially annoys online marketing experts who have to constantly change the rules and methods in their efforts to manage the circulation of certain content. One of the more popular conspiracy theories is that the algorithms of some of the social networks "hide" certain content of brands in order to force them to pay for sponsored posts.

In regards to the communication, one of the biggest problems in using algorithms is, of course, not only errors in marking or deleting content, but also their crucial role in determining the so-called "reach", or the potential audience of posts on social networks. According to set parameters, they determine how many users will see a certain message on their profiles ("newsfeed" or "timeline", accordingly). The problem in this operation is that the algorithms do not have the ability for semantic content recognition that could anticipate whether it is an information of public interest or maybe a harmful message. Clearly, increased transparency for the work of the AI is needed while the activities by the regulators and state should be improved.

A robust content moderation framework should ensure that responses to illegal or potentially harmful content are proportionate and accurate, while seeking to address the technical and socio-political issues surrounding moderation. While states generally have indirect control over the moderation practices of corporations, full awareness of the policies and practices in place as well as alternative possibilities helps to inform and guide policy-making (OSCE, p. 12).

Users can get a feel for how the algorithms work on a certain platform and "tweak" them by experimenting and trying them out. One such trick that has been exploited is the posting of paid messages that target specific groups of users based on group affiliation (racial, religious, ethnic, sexual, etc.) with intolerant content. Google has often had to intervene when on their Google Maps service certain racist terms entered into the search section, with the help of algorithms, displayed existing geographic locations. Google's photo recognition and search service also had problems tagging people with certain skin colors as certain animal species.

Conclusion

Some of the problems that arise when using algorithms are sometimes even embarrassing for the companies and organizations that use them, but it should still be clear that in the existing socio-economic conditions their use is irreversible and will probably continue to expand. Restoring the state before their use is not a realistic option, especially with the constant increase in users of the largest online platforms and the increase in the content published on them.

Awareness and interest in education about how algorithms affect our communication should not be limited to marketing professionals. The complexity of certain social problems, as is the case with the use of artificial intelligence in communication, requires not only a continuous improvement of awareness within the society about this problem, but also there

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[28] Source https://gifct.org/about/

is a need to strengthen both awareness and responsibility of key actors, to not only formally support activities but also to continuously take active part in this field in order to suppress the creation and spreading of abuses of human rights and freedoms, hateful and discriminatory discourses, and other similar abuses.

We need to critically approach this topic and regularly monitor changes in the use of algorithms, in order to better manage our user experience on the Internet, but also to protect ourselves from the consequences of errors in the operation of algorithms, which, it seems, will continue to occur in the foreseeable future.

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Economics

Advanced Sports Organization for Achieving High Results: Guidelines for Advanced Level of Marketing Management Organization of the Best Macedonian Sports Club MZT Skopje Aerodrom

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Abstract

As sports organizations move rapidly forward through the twenty-first century it becomes clear that effective governance is the main source of competitive advantage, and may even be the single most important factor in the results of sports organizations over a longer period of time. And all this is due to the implementation of strategic management. Just when we speak of a successful Olympic sports organization we are talking about the basis for a successful sports organization that is due to strategic marketing management. The most important part of strategic marketing management is strategic implementation. Basketball club MZT Skopje Aerodrom, with its successful traditional story and successful strategic plan of operation, can grow into a successful story from the Adriatic League, which would compete for the top in this competition. It is the basic function of the strategic marketing management in MZT Skopje to help the club and facilitate the improvement of the operation, measured not only in terms of the financial indicators of operational efficiency but also in terms of the quality of the services provided. As a final conclusion, the MZT Skopje basketball club should work to solve all the problems identified in strategic marketing management, find a way to distance itself from politics, rely on the implementation of the strategic plan in its sports organization, and become a professional club with clear postulates of a strong European club.

Keywords: *marketing, management, sport, organization, improvement.*

1. Introduction

Sport marketing management is a theoretical and practical approach to the management of athletes and the entire sports organization - the club. In order for a manager to perform his managerial work well, he / she must communicate, plan, make decisions, and manage the people and resources he requires, rather than a manager who performs "all so-called activities".

Strategic management as part of the management of sporting Olympic organizations is one of the most important links for fun at the sports club. The main goal of strategic management is strategic planning management, which has the task of long-term defining of goals, organizational development strategies, as well as providing the necessary personnel potentials in the realization. The characteristics of this management are oriented to the club's long-standing future, favoring the top management in the decision-making process.

Nowadays there is a saying that says "a good manager can succeed in bad conditions, while the bad manager has no chance to succeed even in the best conditions", which confirms this tactic in strategic management in the choice of the model of the success of sports organizations that influence a good choice of managerial models.

That is why there are various types or models of application of sport management, where different sports Olympic organizations adapt to the management model that suits them best.

Therefore, in the dimension of management in each club, all differences arising from, for example, ownership status or size of the club should be realized. If it is a club that is based on the principles of citizen associations with the level of sports activities of developmental or even recreational sports, or if it is a club that practically makes a "sports company" (systematic organization of resources, management the overall structure of the sports organization, management of the overall management structure, increased sports productivity), where athletes are practically workers

who are well paid for their business, then it is expected to the strategic management model.

MZT Aerodrom started the story in a system of socialist management. in 1966, the Basketball Club operates within the Municipality of Aerodrom. Until 1984 he was active within the Youth Sports Society, and then he moved under the auspices of "Metal Factory-Tito". Since then, the club has repeatedly performed under the name "MZT", with frequent changes to some additions that reflected the sponsors. and in his history he has won six titles in the Macedonian Basketball League within Yugoslavia (1970, 1971, 1972, 1973, 1974, 1979), six after the independence of Macedonia (2012, 2013, 2014, 2015, 2016, 2017) and nine titles in the Basketball Cup of Macedonia (1996, 1997, 1999, 2000, 2012, 2013, 2014, 2016, 2018). The club hosts in the most beautiful basketball temple in Macedonia, the Sports Center Jane Sandanski.

2. Analysis

Basketball club MZT Skopje Aerodrom is a club that is organized and consists of a president, board of directors and a club assembly. The club that was constituted in times of socialist governance succeeded in transforming the system in the state from the association of citizens into a joint stock company with 100 percent ownership of the Municipality of Aerodrom. According to the analysis and discussions with the management, the club according to the hierarchy has a sports director, who is also an official person in the competitions. The club employs two administrative staff who take care of the organization and accommodation of basketball players and other administrative matters related to the club's work. Regarding the competition team, trainer, assistant trainer, conditioning trainer, doctor, chief physiotherapist and assistant physiotherapist. In the analysis that was made through the conversations that I made with my coach, I was stressed that the sports director is appointed by the board of directors, which is elected by the Assembly of the club. The Executive Director, more specifically referred to as the Sports Director, is the one who cares about the collection of funds and the creation of the budget. It is a big minus in terms of the functioning of the club, especially when it comes to a club that plays in the ABA league or in some of the major European competitions like Euroleague or FIBA cups. He also takes care of the complete care of foreign basketball players, that is, finding accommodation facilities for

their accommodation. Regarding the administration, there is a sector with two employees, who care about making salaries for basketball players and for the professional staff, and for other employees. For marketing and fund raising, the sports director is the one who is responsible and who must work in that field. The club as the biggest problem has the moment of funding, but also the interference in the staff that should be engaged in the club. That is, the selection of the personnel is done through a line of friendships or political compromise. The problem is clear and unambiguous when it comes to the overall process of organization of strategic management in MZT. The mixing of multiple external factors in the management and decision-making of the club, and that is what affects most of each segment in the organization, and most of all in the interaction of the club.

3. SWOT Analysis

SWOT is essentially a process for evaluating the present condition or situation of an organization in terms of its environment. It is important for all organizations to make use of their strengths, improve their weaknesses, recognize opportunities when they arise and eliminate threats. Performed on a regular basis, the SWOT analysis is an excellent basis for good decision-making. Precisely The SWOT analysis aims to help develop the strategy of sports management in terms of the strengths, weaknesses, opportunities and threats that the sports organization faces from internal and external sources. Each SWOT analysis category can be useful in organizational budget planning, since each identifies the different spending priorities with strategic impacts. By understanding how to use the SWOT analysis to develop budget priorities, it can give guidance to key decisions in budget planning. A successful SWOT analysis requires considerable energy and commitment. Ideally, it is not an activity undertaken by just one or two people in the organization. It is best achieved when there is a wide diversity of opinion from a cross-section of organization personnel and other stakeholders.

Strengths

Strengths are assets or organizational competencies that give the sports organization a strategic advantage over competitors. This part of the SWOT analysis can help to find out exactly what it is that will enable us to gain an advantage from the competition and plus the most important of what our value is relative to the rest. Since they are essential

for strengthening our competitive position, it may be wise to leave an item and plan in our budget to further promote our values with respect to others.

- The sport that the association controls is an Olympic Sport.
- The organization has a number of highly skilled people from a wide variety of professions and trades.

Weaknesses

The second element of the SWOT analysis reveals areas in which a sports Olympic organization is not as strong as it can be, or in which competitive sports organizations have a particular advantage. This part of the analysis can help us determine how much of our budget will be dedicated to solving weaknesses in future periods, which will result in continuous improvement. If we think that resources are wasted in vain, and we do not have the results for example, we can plan to make a development budget for the overhaul of all toys and coaching rooster. Alternatively, if we consider that a certain sector in the sports Olympic organization is constantly losing money or is a permanent loss generator, we may decide to stop pushing this product, and we will decide to invest these funds in another sector that will bring financial results.

- The sport has a low profile generally and attracts few sponsors
- The association has only a few clubs and in general they are not well organized.

Opportunities

The third element, the possibilities, is a potentially profitable investment that a sports Olympic organization can make in order to expand, increase revenue, or reduce costs. Opportunities almost always require cost, and making space in our budget to exploit potential new opportunities can help us stay one step ahead of the competition. If we discover opportunities for expansion in the region of the sports Olympic organization in the direction of development with a sharp increase in the brand of the sports Olympic organization, for example, we may be projecting a budget for international marketing and going to that market during the next season.

- The club has an opportunity to develop programs and events that can be enjoyed by a greater cross section of the population and not just the elite.

- The association has authored some very marketable products such as equipment's, manuals and videos.

Threats

The last part of the SWOT analysis helps heads or managers of sporting Olympic organizations to prepare for external market threats that could weaken the organization's competitive position if they remain unprepared. The analysis may reveal that the changes we plan to make can have a negative effect on our profitability. Early identification of threats may at the very least give us time to set aside funds in the budget to prepare or mitigate the effects of such threats that may occur. Identifying threats can early give us time to reduce consumption in non-core areas to allocate more budget resources to prepare for upcoming threats.

- The club is losing coaches and coach education programs are not functioning well.
- The club could lose its sport status in national basketball federation.

The budget is something that represents the heart of the sports Olympic organization. It is managed by everyday and long-term business operations. With a quality budget, goals can be achieved. With a direct insight into the quality of planning in the sports olympic organization through the analysis of the budget, investors get a detailed picture of how the money will be spent. But most importantly, with the analysis to check whether the budget is properly allocated budget appropriately.

In addition to budget expenditures, there are also information on income sources such as membership fees, participation in competitions, income from tickets sold, advertising revenue and broadcast rights. Those who prepare the budgets need to know the finances and the organization. These include the project manager, the employee working for the project or the person who deals with the finances. Although it seems that the creation of the budget is a relatively simple process in which to determine how much money enters the sports Olympic organization, how much money is spent and how much it should be spent, it is still a complex process that requires full attention and dedication.

The current situation in the basketball club MZT Skopje in the part of the SWOT analysis gives the following results

Strength

Name - Brand, Tradition

Sports facility - complex with all conditions

The only club in the municipality

Schools around the club - a source of talent

Weakness

Unstable funding that relies on policy

Not in European Leagues

Changing coaches and players

Opportunities

Youth school

Fans - membership

Success story for basketball players - Kurtovic, Stefanov, Simic, ...

Full support from the local community and companies that gravitate on the territory of the municipality

Threats

Constant interference of local government in governance and political influence

Part of the SC "Jane Sandanski" with the handball club Vardar

Reduced birth rate in the municipality

4. Solutions and Recommendations

In the sports industry strategic management is the one who is responsible for the strategic analysis of the forces of the direct competitive environment. This will identify and understand the opportunities and threats that the organization faces. To make this analysis in MZT Skopje Aerodrom like the sports Olympic organization will have to focus on the several factors that affect the club. Those are:

- the risk of new competitors;
- the degree of rivalry between existing organizations;
- bargaining power of consumers;
- power to negotiate suppliers;
- threat of replacement of a product / servant;
- management factors
- legal-political and economic factors
- Socio-cultural and demographic factors

The risk of new competitors

In this framework, a strong competitive force can be considered a threat because it greatly limits the freedom of action. When it comes to basketball club

MZT Skopje, the competitor that can endanger the most is the "angry" rival club Rabotnicki from Skopje. But this club is a traditional opponent. By contrast, the weak competitive power, when MZT Skopje ruled on the ground and outside it, can be seen as an opportunity, enabling it to capitalize better in its own way and to maintain resources at a higher level. Thus the risk of emerging new competitors is reduced to a minimum.

Potential competitors

Potential competitors of MZT Skopje are the club with tradition from the municipality of Centar, the basketball club Rabotnicki. But the emergence of many sports clubs that have no tradition. It can be concluded that the more sporting Olympic organizations in one area, the harder it is for existing sports Olympic organizations to retain market share and influence in this area. Therefore, the great risk of emerging new competitors is a major threat for any organization, and not just for the basketball club MZT Skopje Aerodrom.

Rivalry between existing organizations

This feature can generate competitive opportunities or threats depending on the intensity that is manifested. Big rivalry means strong restrictions on the organization, while a slight rivalry means greater freedom and the ability to structure its business without too much constraint. That in the past period also showed the rivalry of MZT and Rabotnicki, a rivalry that has been going on for decades and which maintains basketball sport at a decent level.

The power of consumers / fans

Consumers can be perceived as a threat when they exert strong pressure on the organization to come up with the lowest-cost product / service products, forcing the organization to seek higher and significant resources to consume resources to meet their demands. In this direction is the constant pressure for free tickets and requisites for fans and fans, which directly affects the club's budget.

Negotiating power with suppliers

Suppliers or known as suppliers are those that can be a threat and which can exert an important pressure on the price of products. These are products / services that generally serve the same needs of fans. If in the case a price or quality change occurs, then a full reaction of consumers arises, and the bargaining power with the suppliers must be re-used.

Also, the indirect environment where MZT Skopje operates is an important part of the realization of the club's success. External factors outside the organization significantly influence the strategic management of the organization. These factors are: political, economic, social, technological and demographic. They are likely to provide various types of opportunities and threats to the sports Olympic organization.

Legal-political and economic factors

They have a strong impact on the club and other factors in the external environment. The stability, clarity and direction of political factors are important elements. However, thanks to the fans of the club, regardless of the change in the political factor on the public stage, each mayor of the municipality provides funds for the development and functioning of the club.

Legal constraints determine the way of organizing and operating through regulatory activities, such as the establishment of the participatory governing bodies, the timing of the legal provisions for the operation of the payroll tax system for various activities, In this part, the club will have to make progress, especially in the part of the economic factors that reflect on the inflow and outflow of funds in the Olympic sports organization. In particular, he will have to find a way to raise funds in the club, where he will not only rely on funds from the municipality. And so there will be an annual budget that will allow him a normal finish of the current year, without any restrictions.

Economic growth has a direct impact on the opportunities and threats that an organization has, in this case MZT Skopje Aerodrom will have to seriously face this detected problem. If it resolves this problem, it will allow it to expand, grow, and expand the sources of income, together with a reduction in competitive pressure.

Management factors

They mainly rely on strategies and policies developed in the field of club development. Within these factors, there are sectors and areas that are considered to be a priority and will focus on the future of development, allowing the club to assess its present position and the place that may be in the future. Based on this, this Olympic sports organization can prepare tactics within strategic management to help survive and jump in the club in the future

Socio-cultural and demographic factors

Similar to other factors and they will probably provide opportunities and threats to the different levels of the club. Socio-cultural factors that include beliefs, values, attitudes and behavior of the organization's external environment, elements that have emerged and developed as a result of religious, demographic and organizational conditions. However, within the sports club MZT Skopje Aerodrom, the biggest problem is the demographic factors which, from year to year, influence the reduction of the potential source of young talents.

Implementation of this design solution is possible only if the appointed leadership managers carry out the work responsibly and temporarily, but of course with a maximum dedication.

In the part of the financial manager, it is necessary to hire a separate accounting licensed bureau, which will perform the given tasks by the manager, which will collect, analyze and realize all financial grants and payments that are received daily. In fact, this manager is the one who takes care of the club's balance constantly to be in plus and who will alarm in case of risky transfers. This manager will also inform about the possibility of the club borrowing or issuing additional issue of shares (securities), thus collecting additional funds, but of course with a decision adopted by the board of directors.

In the part of the leader marketing manager, will be the manager, who will try to sell the brand for raising funds in the club. Under his responsibility, he will be responsible for advertising, social networks and advertisements, plus a sales person, under which he will be a fan shop with sales. The person responsible for advertising will prepare a sales and advertising plan that will be approved by the marketing manager, on which plan additional funds will be collected from the sale of the club's rights. Fan Shop is the one that will bring the emblems, signs and logo of the club closer by selling t-shirts, scarves, sweatshirts and other requisites for the fans, thereby enriching the club's budget. The Fan Shop will be open on the internet, which will facilitate the availability of these materials and faster fundraising for the club.

The significance and role of the HR function has changed significantly over the last ten years. Every day, an increasing number of companies become aware of the importance and competitive advantage that emanates from employees and managers. The task of a good manager is the right way (productively, creatively, efficiently and effectively) to manage all the resources to achieve the interests and goals of the company. For these reasons, the

management of human resources in the MZT Skopje basketball club will be of great importance because through this sector a search for a better motivation and incentive for further education, specialization for expanding the existing and acquiring new knowledge of the employees in the club will be sought a goal that is as much as possible to contribute to the achievement of organizational goals. Namely, the HR manager will be the one who will find ways in which employees with vast knowledge are not dissatisfied and do not feel unfulfilled in their environment. That is, through his inventive methods, he will take care of the development of other managers and their managerial skills and other employees. Namely, it is often understood that managers know how to manage human capital, how to communicate with employees and how to develop mutual relationships of cooperation, trust and understanding. For example, if one is a great salesman, does this mean that he is capable of being a manager of the sales sector? But this did not always prove to be true. Therefore, the HR manager will be the one who will help with the upgrade and development of skills in a particular area.

In the part of the Lead Operations Manager, this is one of the most important managerial functions. We write this from the aspect of why the success of the sports field is starting out, that is, that is the sporting part, which should mostly contribute to the success of the club. The results of this section are those that should throw the club at a height. The Lead Operations Manager will have a Sports Director, who will be responsible for all activities that will take place on the sports field, and will be in constant coordination with the coach, the players and the remaining personnel on the ground. Regarding the financial means, the financial construction can be determined depending on the plans.. We say this from the perspective that the plans of the Board of Directors should be clear and unambiguous, with a foreseen financial construction. First of all, we have to plan the participation fees, then the tours, the road and the guest reception in Skopje, which should precisely prepare a financial plan where clearly the goals and directions for the club's performance will be determined.
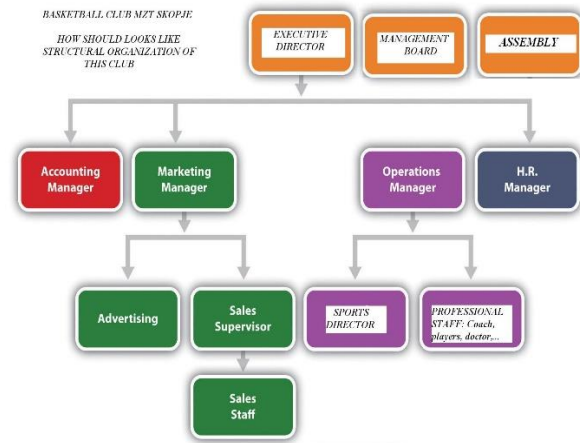
Figure 1. Organization hierarchy how should looks like the club MZT Skopje

Conclusion

As sports organizations move rapidly forward through the twenty-first century it becomes clear that effective governance is the main source of competitive advantage, and may even be the single most important factor in the results of sports organizations over a longer period of time. And all this is due to the implementation of strategic management. Just when we speak of a successful Olympic sports organization we are talking about the basis for a successful sports organization that is due to strategic management. The most important part of strategic management is strategic implementation. It's also the hardest part. The implementation includes budgeting, project management, staffing and leadership. It also includes choosing the tactics used to achieve strategic goals. Many strategies require organizational structure and cultural change in order to create a culture that supports a strategy. With that, there is no strategy in the end to succeed. Strategic management also requires proper evaluation and control. This includes financial projections and a balanced scorecard. In the end, however, there is no point for any strategy if its success cannot be measured and demonstrated in a quantitative way. Strategic management is not just a management task. It includes everyone at every level of the organization. It takes time and focus, but it's worth every effort and every minute spent.

Basketball club MZT Skopje Aerodrom, with its successful traditional story and successful strategic plan of operation, can grow into a successful story from the Adriatic League, which would compete for

the top in this competition. It is the basic function of the strategic management in MZT Skopje to help the club and facilitate the improvement of the operation, measured not only in terms of the financial indicators of operational efficiency, but also in terms of the quality of the services provided. MZT Skopje Aerodrom with identifying the SWOT points will become a club with euro-adriatic ambitions that will produce young basketball talents and have financial independency. That means even municipality is 100 percent owner will not have a chance to interfere with executives board of the Olympic sport organization MZT Skopje Aerodrom. As a final conclusion, the MZT Skopje basketball club should work to solve all the problems identified in strategic management, to find a way to distance itself from the politics, to rely on the implementation of the strategic plan in its sports organization and to become a professional club with clear postulates of a European club.

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Education

Does Mother Tongue Influence Second Language Acquisition

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Abstract

Since birth, we are surrounded in an environment where a language is spoken by our parents and other family member; it is the first language we acquire spontaneously and by communicating. In this environment, we learn our first words, and gradually start conveying our needs and thought. This is what is called mother tongue.

As we grow, either at school or at home we feel the need to learn another language. By having one language in our repertoire of communication, we refer to it, while we are through the process of learning a new language. This is what we call second language. Naturally, as we go through the stages of learning, we refer to our mother tongues, therefore we have accent, and even pronounce words wrongly.

Accordingly, it is stated that mother tongue does influence the second language acquisition. Second Language Acquisition influence refers to something that affects student's process of learning a second language. It refers the way students' think in his mother tongue and express him through words and thoughts in his second language. (English).

This study will speak and identify the causes, difficulties faced by University learners learning English language.

Keywords: *language, mother tongue, second language acquisition, influence.*

1. Introduction

Mother tongue largely refers the language one is exposed to and learns at home since its birth from their parents and other family members, and speaker's most dominant language. It is the primary language that is revealed to the new born child and further learner and acquired in order to express ones feelings, needs and communication. It is called the mother tongue. Christine Senfuma, "The mother tongue is the language a person has learned as a child at home, usually from the parents."

As for mother tongue, this might well relate to Noam Chomsky's Universal Grammar theory, which states that children are born with a certain special capacity of learning and recognizing certain grammar and language system. The role of mother tongue in second language acquisition has been the research topic of many researchers. Many teachers declare that the usage of L1 should be minimized and that if English is learned it should be learned through learning English, just as mother tongue is learned through mother tongue. The role of mother tongue has proofed to be both positive and negative in language learning. The L1 has a very important role in the acquisition of the L2. The L1 is the main source learners use to learn the L2. It is the primary language they refer and subconsciously arrange and re-arrange L2 data and then perform them. This papers aims at researching the role of mother tongue, its influence on second language acquisition.

2. Literature Review

Throughout this literature review, the main definitions and research was done on previous studies concerning mother tongue definitions. Mother tongue is the first language the individual learns when they are a child (Cambridge, pp.420.) Foreign language is the language belonging to a country which is not your own (Cambridge, pp.263.) Both of them have their own features in structural factors such as syntax, the grammatical arrangement of words (Cambridge, pp. 647).

Despite student's backgrounds, while learning a second language (English), they may use certain structures of their mother tongue during EF classes and transfer occurs. The transfer can be positive, when learner "if any MT skills facilitate the learning of skills or parts belonging to the FL", on the other hand, transfer can be negative as well, e "when it impedes the learning or has a negative influence over the FL". Noor (1994). If the transfer of a skill of MT impedes the learning of a skill in FL, there may be language interference. These difficulties may interfere with their process of learning the language. Mother tongue interference refers to the influence of the native language of the learner on her/his acquisition of the target language. It can be seen as transfer that affects learning both negatively and positively. Manrique (2013) stated that

mispronunciation and grammatical errors are the most common types of interference between the mother tongue and the target language. When learning English as a second language, native language interference arises. This comes mainly because learners hold on to their mother tongue while attempting to speak a second language. Odlin, 1989, defined the mother tongue interference as the "negative transference of linguistic patterns", meaning that learners' take structures of their mother tongue in order to construct messages in the foreign language

Also, it was stated that writing has been considered as the most difficult of the four language skills (Watcharapunyawong and Usaha, 2013).

What is SLA?

Second Language Acquisition (SLA) refers to the language people learn subsequently to their first language. This additional language that a an individual or group of people learn, is called a second Language, even though it might be the third, fourth, sixth to be acquired. You might also encounter it as target language (TL) referring to the language individuals aim at learning.

The present study aimed at finding the answers of the following questions:

1. Does mother tongue influence second language learning (English)?

2. In which skill(s) does mother tongue interference have the biggest effect?

3. Methodology

The methodology of the present study was based on both quantitative and qualitative approaches by the help of 4-point Likert-scale questions and one open ended question at the last part. Nevertheless, the qualitative part failed due to insufficient data.

Participants

The present study was conducted at International University of Struga-Gostivar, including 17 students (17 respondents of the questionnaires, 13 females and 4 males).

They ranged in age from 19 to 25 and the mean age was 19. Their mother tongue was Albanian and they were all learning English as a foreign language.

The students were studying at different departments of the University. Nine out of seventeen participants were studying Law, and eight were studying economy at the International University of Struga-

Gostivar. They were first year and second year of studies. Their level of proficiency ranged, some of them were pre-intermediate to upper-intermediate level.

Instruments

The data collection tool as a questionnaire (see Appendix 1) was used to identify learners' views and possible interference from their mother tongue. The questionnaire consists of four parts. The first part aiming at collecting qualitative date, it is on a Liker's scale from 1-4 rating from most of the time, sometimes, seldom or never. The second part of the questionnaire assesses whether mother tongue makes it harder to learn a second language, and it aimed at determining in which language skills and how much mother tongue interference occurred in language learning. The third part aims at determining the reasons of making errors while speaking the foreign language. The forth part 5-point Likert-scale (from A great deal to Never. The last, part five, includes open-ended questions, as addition of whether there are any other untouched aspects not mentioned in the questionnaire.

Procedure

The questionnaire was implemented during the two weeks of May with 20 foreseen respondents but due to private reasons, three students were not present during this week.

Participants were given the questionnaire and responded to it in their free time. It was applied individually according to voluntary basis. The questionnaire was given to the 18 participants who were students in the International University of Struga studying business and law.

4. Findings and Results

Results were obtained by the study done and data collected by questionnaire responses. Findings are presented as follows:

Table 1 shows the interference of mother tongue in language areas; Table 2 presents interference of mother tongue in language skills; Table 3 shows the reasons of making errors related to mother tongue, and finally Table 4 shows the points with which language learners have difficulty.

Part 1: Experience interference of Mother Tongue in:
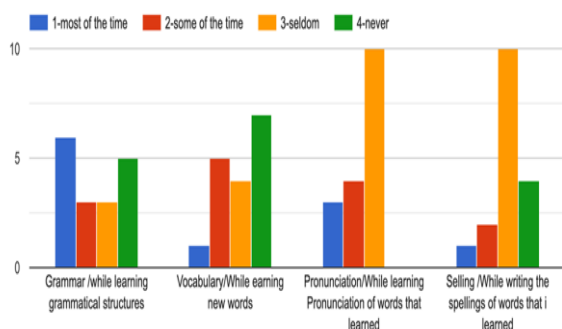
Figure 1. The interference of mother tongue in the language areas.

According to the findings, (see Table.no.1) the respondents experience the interference of mother tongue when they are being taught grammar (54%). As far as Pronunciation and Spelling are concerned, participants said that they seldom (90.3%) experience interference with their mother tongue. It is important to state that vocabulary was not highlighted (8.7%) as the area where they experience interference with mother tongue, their responses were marked with never, and spelling (8.7%) of the participants said they do not have any interferences from their mother tongue.

Part 2: Mother Tongue make second-language learning hard while
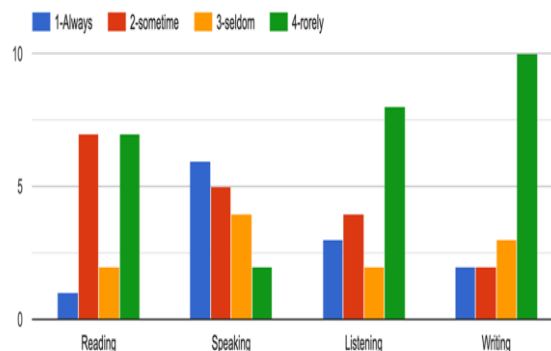
Figure 2. The interference of mother tongue in the languages skills

It is significant to state that 6.8% of the participants experience difficulties while reading in English, whereas 58% of them said they sometimes encounter difficulties, and 58% said they rarely face reading troubles. As far as the speaking is concerned, participants always (53%) have difficulties in speaking, except (27.5%) of participants who said they rarely find it hard to speak in English. An interesting observation is with the listening part, (61.8%) of them said they rarely have difficulties in listening skills and 27.6% of the participants said they always have problems with the listening part of the language. The forth skills of the language, the writing skill was considered as the skill where participants do not face difficulties, 97.3%.

Part 3: When teacher speak just English in the class
17 responses
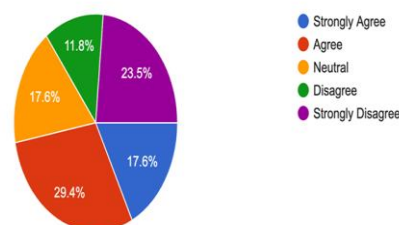
Figure 3. The reasons of making errors related to mother tongue interference

One of the reasons of making errors is when the teacher only speaks in the target language. Questionnaire participants said that they either strongly agree 17.6% or agree 29.4%.

While i think with Mother Tongue in making sentence
17 responses

- ● Strongly Agree
- ● Agree
- ● Neutral
- ● Disagree
- ● Strongly Disagree

47.1% | 23.5% | 23.5%
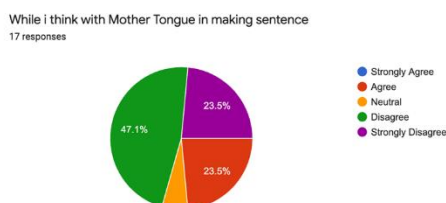
When dealt with the making sentences, 47.1% of the participants strongly disagree that thinking in the mother tongue during making sentence cause making errors. None of the participants strongly agreed with this view. 23.5% agreed, and the same 23.5% strongly disagreed and 19% were neutral

While esmtimating the meaning of the new word form a monolingual dictionary(English -English)
17 responses

- ● Strongly Agree
- ● Agree
- ● Neutral
- ● Disagree
- ● Strongly Disagree

35.3% | 11.8% | 52.9%
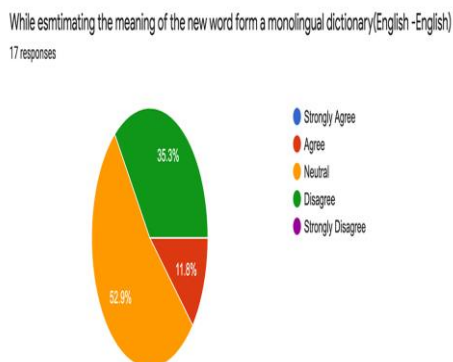
When estimating the meaning of a new word from a monolingual dictionary, participants were neutral with 52.9%, about making errors when using a monolingual dictionary. None agreed or strongly disagreed. Just 11.8% said they do make errors when using a monolingual dictionary.
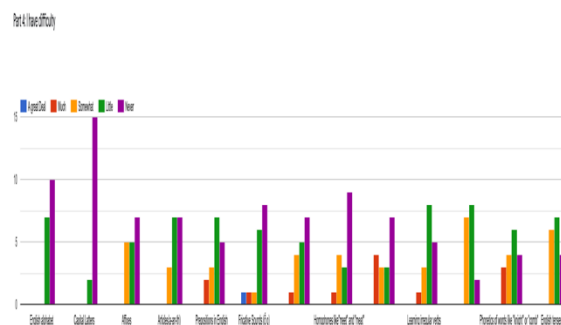
Figure 4. The items with which participants have difficulty.

Table 4 shows where students have difficulties while learning the language. According to the data collected from respondent's responses, English Alphabet and Capital Letters were of no difficulty when learning the language. When it comes to grammar, participants have difficulties with English tenses somewhat 54.5%, and words which have two grammatical functions approximately 42.5%. They have difficulties, while pluralizing words as well, 33.5%.

To sum up, according to the participants, in second language learning the most challenging was grammar while, the most difficult and influenced by the mother tongue skill was speaking. Also, participants have difficulty with speaking without any preparation, English tenses, words that have two grammatical functions and pluralizing words.

Conclusion

This study was done at the International University of Struga-Gostivar, it included, students from the faculty of law and economy. 82.4% of the respondents were females, only 17.6% were males.

The findings of this study suggest some of the interferences of mother tongue while learning English as second language. The study reveals as well that interferences do exist among students whose mother tongue mainly is Albanian and they are learning English as foreign language. The biggest effect of mother tongue interference can be seen in the speaking as a language skills and grammar as a language area. It is to be observed that the area where learners face difficulties is speaking and grammar.

Limitations of the study

This study might reveal more reliable results if it would have included higher number of students and why not including other students from different Universities as well. This study might be a point of start to new researchers and extended it.

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Google Translate Usage during Covid-19 Pandemic - Students' Perspectives

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Abstract

The Covid-19 pandemic affected the lifestyles of the people in the world. The field of education is also greatly impacted by it. As a result, new technologies emerge as required by the new norm. Google is one of the leading internet-related services and products provider involved in providing internet users especially language learners with new technologies. Google Translate is a machine language translation website provided by Google in which it enables internet users to translate over 100 languages. Since Open & Distance Learning has been implemented for more than 2 years where classes are conducted via online or live streaming, language learners are indirectly exposed to the Machine Translation (MT). Google Translate can be accessed via smartphones or computers making it convenient to the learners to use the application since it is easily available online. Thus, this research aims to investigate the students' perspectives on the usage of Google Translate in language learning. This study was conducted based on the questionnaire used by Riana Devi Susanto (2017) and Alhaisoni & Alhaysony (2017) with some adaptations. Based on this study, the findings revealed all the respondents agreed that the use of Google Translate is ethically acceptable regardless of how it is used. Hence, educators should monitor and guide students when they use Google Translate during classroom or online learning.

1. Introduction

Technology is advancing rapidly, and it affects the way we live; be it in our lifestyle or our learning process. Technology plays a vital role in shaping our lives today. The existence of smartphones and computers enable people to do their work remotely. Technological advancements have made it possible for people to work and students to learn remotely. The Covid19 pandemic issue has brought the new norm to the students in utilising their resources for learning and technology in helping to ease the learning process.

Machine translation (MT) is one of the applications included in the machine learning (ML) applications. Machine Translation (MT) provides many benefits since it facilitates the translation process for the learners. According to Raheem (2020), the role of Machine Translation (MT) in translation and in learning English as a second language is significant. One of the platforms of Machine Translation (MT) is Google Translate. Google Translate can be accessed via smartphones or computers making it convenient to the learners to use the application since it is easily available online. Google Translate has been widely used by learners in language learning.

1.1. Problem Statement

With the Covid-19, pandemic issue technology plays a vital role in easing the learning process. This creates new accessibility towards machine translation. Machine translation is a creation to assist learners, specifically language learners. Ever since the emergence of the translation machine, it has been a great tool for students to use in language learning, especially self-learning where the machine works as a working dictionary.

Google Translate being the most convenient and accessible web browser made it popular among users resulting in students drawn to use this tool in their language learning (Darancik, 2016). Although Google Translate may not be very accurate in its outcome, many language learners still resort to use the tool (Fara Hana Amanah, 2017). Hence, this prompted this research to be conducted. This study is conducted to investigate what are the student's perspectives regarding the usage of Google Translate.

1.2. Significance of Study

It is significant for both lecturers and students to learn about the perception on Google Translate in language learning as this has become a new phenomenon during open and distance learning. This study will shed some light on whether the students viewed the usage of Google Translate positively in their language learning process.

1.3. Research Questions

1. What are students' perspectives on using GT during Open & Distance Learning?

2. What are the students' feedbacks on using GT during Open & Distance Learning?

1.4. Literature Review

Many studies have been conducted on different aspects regarding the use of machine translation in language learning. It was interesting to take note that even students from the English Education programmes also used Google Translate in their studies (Riana Devi Susanto, 2017; Alhaisoni & Alhaysony, 2017; Aisyah Riski Rahayu, 2021). As stated by Darancik (2016), students translate in order to ease their language learning process.

A study was conducted by Alhasioni & Alhaysony (2017) on ninety-two (92) 4th year English majors at Aljouf University in Saudi Arabia. They found that the respondents frequently used Google Translate to read an English textbook, to assist in written assignments and to get the meaning of unfamiliar words. Similar to the respondents in Riana Devi Susanto's (2017) study, these students also got assistance from Google Translate in easing their studies.

Briggs (2018), in his study on eighty (80) upper-year Korean Korean-speaking university students on their attitudes on the usage of Web-based machine translation (WBMT) tools in English language learning found that the WBMT tools were used by the university students for various functions. His study also revealed that Korean university students often used the WBMT tools in and outside of class. The Korean students had a positive view on the usage of WBMT tools as a support in the language learning process. This finding is consistent with other researches (Riana, 2017; Alhasioni & Alhaysony, 2017) where the respondents agreed that the WBMT tools do assist them in learning English.

Aisyah Riski Rahayu (2021) conducted a qualitative study on one hundred and ninety (190) 6th semester students at University of Makassar. In her research on the students' perception of Google Translate in supporting students' English materials translation ability, she found that the students used Google Translate to translate English materials into Indonesian and vice versa.

Many researchers agree that Google Translate is one of the most popular machine translation applications used in language learning among students (Lam,

2021; Alhasioni & Alhaysony, 2017, Riana Devi Susanto, 2017; Aisyah Riski Rahayu, 2021).

In the study on Malaysian polytechnic students found that majority of the respondents agreed that Google Translate helped them in the 4 main skills of English namely, writing, speaking, listening, and reading. Lam (2021) found that more than half of the respondents 'frequently and always' used Google Translate for English language learning. Majority of the respondents used Google Translate for their English language learning.

In relation to this, the study by Rafidah Amat and Aishah Musa (2021) found that students tend to use Google Translate in their language learning process to find the meaning of unknown words, clauses, and sentences.

Hence, based on these studies we know that students used Google Translate to assist them in their language learning process.

93 respondents of pre-service teachers involved in a study conducted by Masitowarni Siregar, Ebrahim Panah, Meisuri, Azhar Jaafar (2021) suggested that the usefulness of Google Translate have contributed in the use of Google Translate while completing the respondents' assignments, projects and reports. These student teachers were from Indonesia and Malaysia. The researcher also concluded that these participants use Google Translate mainly for translating a 'word', 'phrase', 'clause', 'sentence', 'a paragraph' and 'whole text'.

Xu (2021) conducted a study on sixteen fourth-year Japanese students from a public university in the western US to investigate the behaviours and beliefs regarding Google Translate among Japanese students. It was found that all of the students agreed that using Machine Translation is beneficial in writing activities. The findings also revealed that the students believed that using Google Translate in editing their compositions did not violate academic integrity and most of them disagreed that using Google Translate in editing is considered as plagiarism. However, some of the students felt guilty of using Google Translate in editing their work.

García (2010) conducted a study on the use of Google Translate in writing by comparing two different groups assigned as Level 1 and Level 2. The study investigated on the effects of using Google Translate in written Spanish language assignments. The findings revealed that the students communicated better and more when they were assisted by Google Translate. The researcher believed that with proper guidelines in using Google

Translate, the tool could be included in the curricular as a pedagogical tool.

Another issue that surrounds the usage of Google Translate is it is always related to academic dishonesty or plagiarism. Correa (2014) stated that the usage of spell-checker or grammar checker was previously seen as unethical. However, as the advancement of technology, this unethical behaviour of using machine translation is no longer applicable. She also mentioned in the research paper that at present this new technology has been adapted as one of the tools for the language learning classroom. Thus, it is important for the instructors to ensure that these tools are used wisely and correctly in the second language classroom.

2. Methodology

The respondents were semester two Diploma students who took ELC151. This English code is an integrated language skills which emphasizes different skills at different levels or semester for the students. 35 students voluntarily participated in answering this questionnaire.

This questionnaire was adapted from Riana Devi Susanto (2017) and Alhaisoni and Alhalsony (2017). It consists of 3 sections which are demographic background of the respondents, statements on the use of Google Translate Web applications in writing assessment and statements on the feedbacks of using Google Translate Web applications in writing assessment. The questionnaire was tested for its reliability.

The questionnaire is divided into 2 sections Section 1: Students' Perspectives; Section 2 : Students' Feedbacks. The reliability is high as shown in the Table 1 for both sections 1 and 2, and the level of internal consistency is 0.97 and 0.993 respectively.

Table 1. Realibility Test

Reliability Test for Section 1	
Cronbach Alpha	0.971
Number of Questions	8
Reliability Test for Section 3	
Cronbach Alpha	0.993
Number of Questions	24

The questionnaire was formed in a web form application known as Forms.app. Respondents were given a link for them to answer the questionnaire. The data were compiled and analysed using the Statistical Package for Social Sciences (SPSS) version 28. Descriptive analysis (frequency and percentage) and crosstab were applied in retrieving the result for this study. The questionnaire used both qualitative (open-ended) and quantitative (closed-ended) questions.

3. Findings

Referring to Table 2, it indicates the total number of Male and female respondents. There were 27 Female students (77.1%) and 8 male students (22.9%) who answered the questionnaire.

Table 2. Gender

Gender		
	Frequency	**Percent**
Male	8	22.9 %
Female	27	77.1 %
Total	35	100 %

RQ1: What are students' perspectives on using Google Translate during Open & Distance Learning?

Based on Table 3, among 35 students who answered the questionnaire, only 16 students (45.7%) used the Google translate web application during writing assessment in Open & Distance Learning whereas the remaining 19 students (54.3%) did not use Google Translate web application during their writing assessment in Open & Distance Learning. However, the difference is very small between those who used Google Translate during the writing assessment and those who did not use Google Translate.

	Never	Rarely	Sometimes	Often	Very often	TOTAL
	%	%	%	%	%	%
Words	0	0	17.1	37.1	45.7	100
Phrase	5.7	14.3	37.1	45.7	0	100
Clause	0	20	40	45.7	0	100
Sentence	8.6	20	31.4	45.7	0	100
Paragraph	11.4	17.1	31.4	42.9	45.7	100
Essay parts	14.3	0	28.6	40.0	42.9	100
Essay	14.3	17.1	31.4	40	42.9	100

	Never	Rarely	Sometimes	Often	Very often	TOTAL
	%	%	%	%	%	%
Words	0	0	17.1	37.1	45.7	100
Phrase	5.7	14.3	37.1	45.7	0	100
Clause	0	20	40	45.7	0	100
Sentence	8.6	20	31.4	45.7	0	100
Paragraph	11.4	17.1	31.4	42.9	45.7	100
Essay parts	14.3	0	28.6	40.0	42.9	100
Essay	14.3	17.1	31.4	40	42.9	100

Table 3. Frequency of whether the students use Google Translate in writing assessment during ODL.

Students' usage of Google Translate in writing assessment during ODL		
	Frequency	**Percent**
Yes	16	45.7%
No	19	54.3%
Total	35	100 %

The next question is related to the previous question where it is meant for the respondents who responded "Yes" that they use Google Translate during Open & Distance Learning.

Table 4 shows the Mean for these items, Words, Phrase, Clause, Sentence, Paragraph, Essay parts and Essay. The results show a very positive perspective towards the use of Google Translate for unknown words. The Mean reported in the table is 5.00 which proved that the Likert Scale "Very Often" is the most selected scale compared to others. However, the rest of the responses do not differ from the Mean of "Very Often". Most of the responses received positive feedback as the range of the Mean is between 4.51 – 4.60.

Table 4. Mean and Standard Deviation of the use of Google Translate Open & Distance Learning.

Mean & Standard Deviation		
	Mean	**Standard Deviation**
GT in writing assessment	1.54	0.505
Words	5.00	1.213
Phrase	4.51	1.755
Clause	4.49	1.738
Sentence	4.49	1.837
Paragraph	4.51	1.8.53
Essay Parts	4.60	1.866
Essay	4.54	1.915

Table 5. Words, Phrase, Clause, Sentence, Paragraph, Essay Parts & Essay

The following question is on the type of search that the students look for when they use Google Translate. The lists are "Words", "Phrase",

"Clause", "Paragraph", "Sentence", "Essay Parts" and "Essay". Based on Table 5 for the item "I use Google Translate to translate Malay words to English words or English words to Malay words " which shows 45.7% of the respondents chose "Very Often" and 37.1% chose "Often". It proves that students resort to Google Translate when they could not find the English word to write.

As for the statement "I use Google Translate to translate Malay phrases to English phrases or English phrases to Malay phrases" 45.7% of the respondents chose "Often". However, there is a great difference with those who chose "Never", "Rarely" and "Sometimes" which show 5.7%, 14.3% and 37.1% respectively. This shows that the students never, rarely or only sometimes use Google Translate for translating phrases.

For the statement "I use Google Translate to translate Malay Clauses to English Clauses or English Clauses to Malay Clauses". the respondents "rarely" and only "sometimes" spent their time using Google Translate to translate Malay clause to English clause or vice versa. Similar to the previous item, "Clause" 60% of the respondents used Google Translate to translate English Clause.

Majority of the respondents (45.7%) chose "Often" to the statement "I use Google translate to translate Malay Sentences to English Sentences or English Sentences to Malays Sentences" followed by 32.4% (Sometimes), 20% (Rarely) and 8.6% (Never).

As for the conclusion, many of the respondents used Google Translate to seek assistance in language learning.

RQ2: What are the students' feedbacks for using google translate during ODL?

Based on Table 6 below, the results indicated that 20 students (57.1%) agreed with the statement "Google translate is ethically acceptable regardless of how it is used". Fifteen students (42.8%) agreed with the statement "Google Translate is considered as cheating depending on how it is used/ Google Translate is considered cheating regardless of how it is used".

Hence, it can be concluded that the majority of the respondents agreed that using Google Translate is ethically acceptable for students.

Table 6. Feedbacks on using Google Translate

Feedbacks		
	Frequency	**Percent**
The use of Google Translate is ethically acceptable regardless of how it is used.	20	57.1%
The use of Google translate is considered as cheating depending on how it is used.	11	31.4%
The use of Google translate is considered as cheating regardless of how it is used.	4	11.4%
TOTAL	**35**	**100%**

4. Discussion

RQ1: What are students' perspectives on using Google Translate during Open & Distance Learning?

The usage of Google Translate web application posits a positive effect on learners which has been claimed in many previous studies (Riana Devi Susanto, 2017; Alhaisoni & Alhaysony, 2017; Aisyah Riski Rahayu, 2021). The findings showed that statements related to words, paragraph, essay parts and essay have been used by the respondents while using Google Translate. This concords with Masitowarni Siregar, Ebrahim Panah, Meisuri, Azhar Jaafar's (2021) study as they also found similar result. As stated by Giannetti (2016), these findings relate to the lack of knowledge on the proper way of utilising Google Translate. Kane (2021) mentioned in his study that Google Translate offers interpretation to a lot of different languages and dialects. Thus, it is wise to suggest that a standard framework or method for using Google Translate should be proposed by researchers so that Google Translate can be fully utilised. With regard to the language acquisition for second language learners, the tool could be seen as a tool to enhance second language learners' language learning experience.

The study also indicated that phrase, clause and sentence are the least searched items while using the Google Translate compared to words, paragraph, essay part and essay. As suggested by Correa (2014), the students did not use sentence, a paragraph, few paragraphs and whole text because

the fear of dishonesty or plagiarism. Given the situation, during class students are restricted to use Google Translate as they fear of plagiarising another work. However, the guilt disappears as they refer to Google Translate without the presence of the lecturer. Interestingly, Correa (2014) proposed a few solutions to avoid plagiarism or academic dishonesty. She further explained that lecturers and instructors are responsible to decide what is acceptable or otherwise.

RQ2: What are the students' feedbacks for using Google Translate during Open & Distance Learning?

In this section, the items in the questionnaire are used to get feedback on how the students feel when they use Google Translate. Based on the result, majority accepted that "using Google Translate is ethically acceptable on how it is used". This is in accordance with Correa's (2014) statement that traditional plagiarism and 'online translation' differs with one another since the words are originally from the students and not directly copied from another work. Therefore, it is obvious that using google Translate does not reflect on academic dishonesty but rather as a means of assisting. As proposed by Correa (2014), the instructors are responsible to tailor their assignments to minimise any possibility of plagiarism.

As for the second highest frequency, the respondents chose "using Google Translate is considered cheating depending on how it is used". This statement can be seen as yet another positive effect of utilising Google Translate though it could also be a negative effect. The word "depending" indicates a probability where if students misuse the tool; the tool's benefits will be void and vice versa. Referring to the same argument mentioned above, the instructors should be able to tailor their assignments to meet their own standards.

Conclusion

To summarise, Google Translate is primarily used to replace a print dictionary because it is more convenient, faster, and reliable. According to McDougall et al. (2018) as cited in Cancino and Panes (2021), classroom activities have been deprived of technology during the digital era. It is understood that technology may have hampered classroom sessions by interfering with the teaching and learning process. However, because online learning was implemented during the Covid-19 pandemic, Google Translate usage is unavoidable.

According to Sukkhwan (2014), Google Translate, unlike dictionaries, is unreliable because it occasionally mistranslates some words. Hence, Google Translate should not be viewed solely as a technology to aid learners, but rather as a medium for students to gain new vocabulary with proper guidance and instructions. Kirkland et al. (2012) stated that teaching writing skills using web-based tools will be enjoyable for the students (as cited in Nurul Inayah A. M. and Siti Drivoka Sulistyaningrum, 2021). Google Translate can be considered as a potential "educational tool" (Giannetti, 2016), however it requires few modifications and adjustments with its flaws in translation (Giannetti, 2016; Chon et al., 2021; Alsalem, 2019).

Alsalem (2019) cautioned in his study that excessive reliance on Google Translate may deprive learners of the authentic learning process. As a result, educators are responsible for meeting the needs of their students. Thus, it is important for educators to tailor the used of Google Translate to ensure the students can obtain the benefits.

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Changes in the minimum required scient metric indicators - advantages and disadvantages

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Abstract

In search of opportunities to improve the quality of education and the place of Bulgarian universities in the European higher education area, sparked public discussions on the degree of adequacy of the academic staff of higher education to the minimum requirements for scient metricity introduced by changes in the legislative framework. A number of findings in this direction provoke the public debate whether the existing criteria sufficiently motivate the academic staff for publishing activity in publications in the world scientific database. In the search for answers, especially in the recent restrictions resulting from the Kovid-19 pandemic, opinions are mixed and multifaceted. The contradiction of opinions is a direct consequence of the positions of the academic staff and the Ministry of Education, as well as the attitudes of public opinion. Moreover, the introduction of these opinions took place administratively, without the relevant public and academic debate. At the same time, in the course of the registration of the compliance with the minimum required scient metric data, amendments and additional instructions are introduced. The circumstance for incorrectness of the data for registration in the register of the academic staff at the National Center for Information and Documentation submitted by members of the academic staff, cases of abuse by the persons authorized to register the academic staff, normative omissions and non-compliance with the specifics of certain professional fields in the fields of higher education. The general impression is of insufficient control of the registration process at the end and the creation of a negative public attitude towards academism. On this basis, changes were made in the direction of raising the minimum requirements for scient metrics. This provoked the author's scientific research to study the effects of the forthcoming change in the quality of education in Bulgarian universities.

1. Introduction

With the change in the legislation regulating the development of the academic staff in Bulgaria since 2010, which repealed the Law on the Acquisition of Scientific Degrees and Scientific Titles, the academic community is faced with serious challenges. The specialized scientific councils in scientific fields, consisting of 25 members of prominent scientists and the Higher Attestation Commission of the Council of Ministers of the Republic of Bulgaria are replaced by scientific juries in professional directions of the fields of higher education, represented by between 5 and 7 members of habilitated staff. The academic staff of the higher schools, academies and scientific institutes is undergoing serious metamorphoses in its development under the Law on the Development of the Academic Staff in the Republic of Bulgaria and the Regulations for its implementation. From extremely liberal norms, there is a gradual transition to minimal national requirements for scientific knowledge. In other words, the scientometric requirements for the growth of the academic staff for years depend entirely on the internal normative documents of higher schools and scientific organizations, due to the framework nature of the legislative framework. Moreover, scientific growth is entirely dependent on the rector's and dean's leadership, without any normative regulation of any control functions. The result of all this is a boom in scientific degrees and academic positions, often distinguished by the lack of scientificity, frequent manifestations of pseudoscience, plagiarism, self-citations, etc. sub., provoking the negative public assessment and opinion. The frequent discussions in this direction and manifested cases of gross violation of ethical norms in science naturally led to more significant changes in the legislation for academic development in 2018. This was the beginning of the legislative introduction of the minimum national requirements for scientometrics in the awarding of scientific degrees and academic positions in professional fields from the nine areas of higher education. On this basis, from 2019, the requirement to maintain a public register of the academic staff at the National Center for Information and

Documentation (NACID) to the Minister of Education, as an electronic database with information on the compliance/non-compliance of the academic staff with the national minimum requirements (NMR) for scientificity. The beginning has been made for publicity and control. The positive effects are indisputable, but the manifestation of a number of negative ones also provoked the changes undertaken in this direction in a short-term period, which undoubtedly suggests a breakthrough and insufficient sustainability of the MNR. On this basis, the goal of our scientific research is research and analysis of the effects of the upcoming changes in the Ministry of Science and Technology for scientificity and possibilities for overcoming the problem areas in this direction.

2. For and Against the Changes in NMR for Scientometricity

In search of the answers to the discussions in this direction, our research is based both on our previous developments and on a number of publications in the public media. Official information from NACID and Webometrics ranking was used. The comparative analyzes are limited to Vasil Levski National Military University and other military educational institutions due to the specificity of the field of higher education 9. Security and Defense.

2.1. The Reasons

Our scientific research was provoked by a recently published statement by the Minister of Education for the relevant period in the media in support of the "new methodology for the certification of teachers" initiated by him [1], based on a change in the direction of increasing the NMR for scientometrics proposed for public discussion by the academic community. It is logical when, in a relatively short-term period (less than 5 years) from the introduction of the NMR, accompanied by a number of administrative changes and clarifications without discussion by the academic community, the relevant negative debates should arise. On this occasion, in his interview dated May 3, 2022, the minister made a finding containing a negative assessment, which provoked the necessary study based on official information from the National Anti-Corruption Agency. It is about the opinion expressed by him that "we have professors in higher schools who do not fulfill the minimum requirements laid down in the Law on the Development of the Academic Staff - professors, associate professors. It is quite natural

in higher schools where there is a concentration of such professors, in some of the higher schools it reaches 65-70% of such professors, it is quite natural that they feel threatened by such changes". [1] Reactions in society and among the academic community were not long in coming. What's more, such statements further influence public opinion about the quality of higher education and Bulgarian science. Discussions understandably run from "Hosanna" to "Crucify Him" with a preponderance of the latter. Against the background of all this and the information presented by NACID, in defense of Bulgarian education and science and in the context of the requirements for "open science", our research and analysis are aimed at substantiating the arguments "for" and "against" the proposed administrative changes, relating to public higher education institutions. And where are the private ones left? The starting point for this is the Webometrics ranking.

2.2. Wobometrics Ranking

Webometrics is the largest academic ranking of higher education institutions, offering every six months an independent, objective, free, open scientific exercise to provide reliable, multidimensional, up-to-date and useful information about the work of universities from around the world. The Web Ranking (or Webometrics Ranking) is published twice a year (data is collected during the first weeks of January and July publicly at the end of both months), covering more than 31,000 higher education institutions worldwide - from more than 200 countries. The Webometrics ranking [2] correlates well with the quality of education provided and academic prestige. The ranking of Ranking Web - 2022 (Universities: January 2022-Edition 2022.1.1 beta) includes more than 31,000 universities. The participation of Bulgarian universities, including and of the National Military University "Vasil Levski" in this ranking is based on the following criteria with a certain weight: "Presence Rank" - 10%, which from 2021 will be dropped; "Impact Rank" - 50%; Openness Rank - 10% and "Excellence Rank" - 30%, which from 2021 changes to 40%. According to the specified criteria among the first 1000 universities in the world for 2020. there is only 1 Bulgarian university in the ranking - Sofia University St Kliment Ohridski in 915th place. Among the first 1000 universities in the world for 2021. it's the same university again – already in 949th place. This university ranks among the top 1000 universities in the world for 2022 as well. in 988th place.

Regarding the ranking among the first 3000 universities in the world, the picture is as follows: for 2020, in addition to Sofia University St Kliment Ohridski, the following are also ranked: Plovdiv University Paisii Hilendarski in 2374 place; Technical University of Sofia – 2685 place and Medical University Sofia – 2971 place. For 2021, the ranked Bulgarian universities are again the 4 specified for 2020, but in the following order: Plovdiv University Paisii Hilendarski – 2385 place; Medical University Sofia – 2576 place and Technical University of Sofia – 2649 place. For 2022, after Sofia University St Kliment Ohridski, Plovdiv University Paisii Hilendarski – 2554 place and Medical University Sofia – 2783 place are again ranked. It is noteworthy that the Technical University of Sofia is dropped from the ranking. Comparing the place of Bulgarian universities among the first 5000 universities in the world for 2021. we have 21 universities: in addition to the 4 universities already mentioned, 17 universities are already ranked. For 2022, in addition to the 3 universities already mentioned, 13 universities are already ranked. Among universities in the European Union for 2020, Sofia University St Kliment Ohridski occupies 383rd place, for 2021 – 394th place and for 2022 – 400th place. In the Balkans region for 2021, again the leading Bulgarian university is Sofia University St Kliment Ohridski, which is ranked in the not so prestigious 22nd place, with 8 universities from Turkey, 7 universities from Greece, 2 from Romania and 1 each university from Slovenia, Croatia, Cyprus and Serbia. The picture is no different for 2022 – the same Bulgarian university ranked 21st after 8 universities from Turkey, 7 universities from Greece, and 1 university each from Romania, Slovenia, Croatia, Cyprus and Serbia. The participation of National Military University "Vasil Levski" Veliko Tarnovo in the world rankings and database began in 2016 with 12544 place. For the first time in 2018 we rank among the first 10,000 universities in the world - 9629 place. For 2019 we are already in 9622 place (Universities: July 2018; Edition 2018.2.1.2), for 2020 we occupy 10,327 places (Universities: July 2020 Edition 2020.2.4 (http://www.webometrics.info/en/Europe); for 2021 we already occupy 8,910 places (Universities: July 2021Edition 2021.2.0; https://www.webometrics.info /en/Europe/Bulgaria%20)[2] and for 2022 we occupy 10,906 places (Universities: January 2022 Edition 2022.1.1beta;https://www.webometrics.info/en/Europe/Bulgaria%20).[2] Comparing the three higher

military schools and academies for this period (until April 2020, the Higher Air Force School "Georgi Benkovski", Dolna Mitropolia is part of the National Military University "Vasyl Levski" as the "Aviation" faculty, which is why it does not appear in the ranking independently), National Military University for 2022 based on the above data, with its 10906th place ranks ahead of the "Nikola Yonkov Vaptsarov" Higher Naval School - Varna, which is in 11056th place and the "Georgi S. Rakovski" Military Academy - Sofia in 19872 The information thus indicated is key to the location of the Bulgarians universities, in particular military educational institutions and their recognition based on scientometric indicators in the world scientific networks Scopus and Web of Science.

2.3. A Comparative Analysis of the NACID Database

Based on the stated statement of the former Minister of Education (2.1.) and referring to the information from NACID as of 10.05.2022, in support or rejection of the credibility of the stated finding, we present a comparative analysis of the compliance and registration of the academic staff in NACID, according to NMR. On this basis, the number of registered habilitated persons in academic positions and acquired scientific degrees is a total of 6,606, including professors 2038 no. and associate professor- 4588 units. The relative share of the same compared to the total number of registered is 31% to 69% in favor of those holding the academic position of "associate professor". Of these, 4,506 units have proven and registered scientometrics, including 1,669 units. professors and 2,837 nos. docents, corresponding to the Ministry of Education for the relevant professional field. This means that of the total number of registered habilitated academic staff at NACID, those responsible for NMR make up 68%, and the relative share of professors and associate professors with scientometrics is respectively 82% of registered professors and 62% of registered associate professors. One such analysis shows that the associate professor/professor ratio with registered scientometrics is two to one. This means that there is one professor for two associate professors, which is within the set quota principle for their ratio. From here, the finding is that 18% of the professors registered in NACID and 38% of the registered associate professors have yet to prove compliance with the Ministry of Education. In other words, "every third associate professor and every fifth professor" [1] in the country does not meet the legal NMR for scientometrics. And what is more

alarming than this fact is that "one of the 7 universities designated by the state as research-research, that is, part of the "elite" among universities, has only 50% of professors and associate professors who meet the minimum scientometric criteria. It is about the Technical University in Sofia. This could mean distorting the statistics or calling into question the way the state has determined the seven universities that receive more money than the rest specifically to develop scientific activity. way, on the one hand, refute the stated finding, to what extent the experts in the Ministry of Education know how to use the information database, on the other - is it appropriate to suggest false information, and on the third - will the Ministry of Education take responsibility for the subjective attitude towards state universities in determination of research university status? However, let's not forget that by law, on the proposal of the Minister of Education for compliance with the criteria for such a university, the Council of Ministers by its act grants this status? Against the background of the stated facts, to what extent is this act legally justified for the cited university? Without commenting on the stated circumstances (the conclusions everyone can draw from the stated information), for us the question of the necessity and subjectivity of the division of universities and their qualification into research and non-research remains open. Moreover, the specifics of the educational and research process are not taken into account, as well as the results of these processes in the various higher schools, in particular the specialized ones, such as Vasil Levski National University, which are placed under a common denominator in terms of the criteria for research universities. We take into account the fact that the research results and publication activity of the so-called specialized higher schools are largely focused on areas falling under the category of classified information and the impossibility of their approval and publication in publications indexed and referenced in the world's scientific databases data. It is of interest where the position of Vasil Levski National University is in the context of the indicated analytical calculations based on the data of NACID as of May 10, which indicate that the total number of registered habilitation academic staff is 72, of which 56 – associate professor and 16 pcs. – a professor. Of these, a total of 70 items were registered with scientometric data according to the NMR, of which 54 items associate professors and 16 professors. This means that 97% of the habilitated academic staff on a basic employment contract at the University is registered with the required scientometrics. By categories of academic positions,

100% of the professors have the required scientometrics and 96% of the docents meet the required MNR. Against the background of the above analysis, Vasil Levski National Military University can rightly be said to hold the championship in this direction. And in order to be even more comparable, comparing this information about universities in the Military education system (MES) in its general structure, Vasil Levski National Military University is significantly different from other universities in this system - 2 units. from the habilitated academic staff with the academic position "associate professor" is not registered in accordance with the Ministry of Education and Culture. While for Military Academy "G. S. Rakovski" this number is 21, for Higher Naval School "N. Y/ Vaptsarov" - 16 pcs., for Higher Air Force School "G. Benkovski" - 12 pcs. The total percentage of the habilitated academic staff, not registered in accordance with the Ministry of Education and Culture of the Higher Education Institution, is 22%, including for professors - 8% and for associate professors - 26%.

2.4. The Proposals and the Results

On the basis of the above, the need to introduce a new methodology for the certification of teachers according to increased criteria, administered by the Ministry of Education, was eliminated. Proposals for changes to the NMR for scientometrics have been published, for which a public debate has been undertaken with the broad participation of the academic community. Committees have been established on professional lines in the fields of higher education in the interest of academicism. On this basis, the range of indicators from the individual groups is expanded. On this basis, in the indicators from group A, the proposals are in the direction of expanding the scope of publications and citations in the publications indexed and referenced in the global scientific networks, and in addition to Scopus and WoS, the publications in publications, in refereed and indexed publications should also be taken into account in the world-famous databases of scientific information specific to the scientific field in EBSCO, Discover, CEEOL, RePEc, Index Copernicus, DOAJ, ERIH PLUS, eLIBRARY.RU. Corresponding bonuses are provided for publications in Scopus and WoS. The Scope of citations is also expanded to include those in non-refereed publications and in dissertations. With regard to the indicators from group B, point equivalents are introduced for activities related to the educational activity, the guidance of doctoral students, and the proposals in this direction are to

limit to 5 units, doctoral students, including for doctoral students enrolled with the right to Protection. Such a limitation is reasonable in order to allow more tenured faculty to participate in this process. A positive point is the inclusion of activities from the educational process, participation in the development of various strategic documents, as well as training in specialized courses, seminars, etc. under. Evaluation indicators are also provided for patents, participation in types of patents, in collectives for national educational and strategic documents, in expert activity. And this is undoubtedly of extreme importance for academic growth and increasing the quality of higher education and its worthy place in the European area of higher education. All this deserves academic support and is in response to the changes in NMR for scientometrics.

Conclusion

In conclusion, the understanding of changes in the direction of increasing the NMR for the development of the academic staff is objectively justified when it is with the broad participation of the academic community, and not administered by political motives. The dilemma "for" or "against" this act is in itself solvable. What changes in final form will be accepted and proposed depends on the Parliament of the country as the legislative body. We hope that the voice of the academic community will be heard and taken into account, so that the legislative framework, contrary to legal principles and customary practice in law, will not be applied retroactively.

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Professional Development through Portfolio

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Abstract

The present article refers to the value of the portfolio as a reliable means of upgrading the quality of the educational work. In Section 2 the writer clarifies the general framework within which the portfolio is implemented and it revolves around the concepts of evaluation and self-evaluation, which characterise the teacher who becomes a critical thinker. It is emphasized that critical thinking is the central axis for the professional development of the teacher. In this context, the teacher observes, realises, records the positive and the weak aspects of her / his work and then, s/he seeks the appropriate ways and means in order to proceed with the restructuring and the improvement of the quality of her / his work. In Section 3 the writer explains the significant contribution of the portfolio in this direction. In addition, based on the relevant literature the writer provides definitions of the portfolio, describes the purpose and the various types of the portfolio as well as he analyzes the advantages and the disadvantages of its use.

1. Introduction

The continuously changing conditions in the field of education urge teachers to seek for particular methods and tools of professional development. One of these tools is the printed or electronic portfolio that any teacher can create. The portfolio is as necessary as ever as it is a vital part of the evaluation of the teaching process, a teacher's self-evaluation and the cultivation of the concept of the critically thinking teacher, who is oriented towards her/ his professional development. Although internationally the portfolio is a widespread means of self-assessment, in Greece it is not particularly preferred for various reasons, which are explained at the end of the article.

2. General Framework

This section attempts to clarify the general framework within which the use of the portfolio as an educational tool is included. The concepts that are elaborated are: evaluation, self-evaluation, critical thinking and portfolio.

First of all, evaluation is the process that aims to determine the result of a certain activity in relation to the goals it pursues and the suitability of the means and methods used to achieve these goals. Dimitropoulos [1] defines evaluation as the process that evaluates the value of persons, things, institutions, systems, which he calls objects of evaluation. Nowadays, evaluation is a scientific field with a multidimensional character. It is implemented in various areas of human activity, such as economics, administration, society and education [2]. The present article refers to the educational evaluation which, according to Dimitropoulos [3], is "the systematic process in which processes, systems, people, frameworks or results of an educational mechanism are evaluated based on predefined criteria, means and purposes".

Furthermore, the concept of self-evaluation is closely linked with the evaluation with the difference that it is implemented by the teacher himself. After a teacher has defined the criteria, the purpose and the implementation techniques of the self-evaluation, s/he proceeds to the self-evaluation of the teaching process, the methodology, the techniques, the material and the learning results. Through this process a teacher attempts to evaluate the advantages, the disadvantages or the difficulties that are observed in order to provide feedback to her/ his work and to search for new means of improving its quality and consequently, to enhance her/ his professional development [2].

Moreover, self-evaluation is directly related to the concept of the critically thinking teacher. The critically thinking teacher is involved in the process of reflection, which allows her / him to interpret the changes that occur in the learning environment and the expediency of these changes. Firstly, a teacher describes and realises the effects of her/ his work and then, s/he criticises, edits and finally, reshapes it. In order to reflect, a teacher must practice the cognitive skills of observation, description, analysis and evaluation. D. Schön [4] connects reflection with the professional practice and claims that the critically thinking teacher relies not only on her/ his initial professional training but also on her/ his

educational experience in order to respond to her/ his daily practices adequately. The critical thinking takes place before, during and at the end of the teaching process.

In order to implement all the above the teacher needs specific tools. One of these tools is the portfolio, which is a collection of items that reveals the methodology, the techniques, the means and the evaluation of the educational process that a teacher plans, organizes and implements in the classroom every day. It is a useful and practical tool for highlighting the progress, the skills and the abilities of a teacher, who is responsible for the creation and the structure of the portfolio content [5].

3. Teacher's Portfolio

In this section the writer presents some definitions of the concept of portfolio, its purpose, the types of portfolio as well as the main advantages and disadvantages of its use.

3.1. Portfolio Definition

In the Greek literature, the concept of portfolio is attributed as a "folder of pieces of work" or as a "folder of material" [6]. In this article the use of the English term is chosen as it is internationally recognisable and established. Providing a simple definition, Wade & Yarbrough [7] describe it as a folder which contains selected collections of the best pieces of work as well as the means used during an individual's activity. Ash [8] adds that the portfolio is an illustration of objects that its creator gradually and systematically gathers in order to prove the level of her/ his knowledge and skills as well as her/ his professional development. Therefore, whenever a project or an achievement is completed, a teacher updates, reorganizes and reconstructs the portfolio in order to depict the current reality. In addition, the portfolio could be described as merging the processes of reflection, selection, justification and evaluation of the end products [9]. Moreover, according to Fanning [10] the portfolio is the set of evidence of a professional's skills and achievements in any field of work. Particularly, in the field of education the portfolio is the collection of documents, materials and items of reflection that highlight a teacher's achievements and progress. At the same time it explains how specific skills have been acquired as well as how a teacher has experienced the teaching and the learning process. Finally, Fokiene & Sajiene [11] add another function of the portfolio which reflects a teacher's professional development needs.

3.2. Purpose and Types of Portfolio

As regards the purpose of the portfolio, its organization aims at capturing a teacher's development and improvement through the presentation of evidence, the documentation of her/ his professional development and the assumption of responsibility for her/ his improvement [12]. Consequently, it is emphasised that a teacher takes up responsibility for the quality of the work s/he provides and its remodeling through reflection and self-evaluation. The purpose and the objectives that are chosen to serve a specific portfolio determine the type, the organization, the structure as well as the choice of the items that it includes [13].

Referring to the international literature, the researcher identifies various types of educational portfolio, which are structured according to the specific purposes they serve. The most frequent types of portfolio, which theorists refer to, are the learning portfolio, the employment portfolio, the evaluation portfolio and the professional development portfolio.

The first type of portfolio, the learning portfolio, is mainly suitable for students of pedagogical schools, who are the large group of future teachers. This group uses the learning portfolio during all the years of their education and training [14] and its use contributes significantly to the culture of self-evaluation. Its main purposes are the awareness of future teachers' educational identity [13], the detailed recording of the progress of their teaching as well as the identification of the weak points that need improvement [15]. In general, the learning portfolio activates the potential teachers' thought regarding their professional identity and daily practices.

Secondly, the employment portfolio concerns a working teacher, who organizes it so as to present her/ his qualifications including studies, training in contemporary pedagogical issues, ICT and at the same time, the skills and the attitudes acquired through her/ his experience [12]. As Fanning [10] supports, this type of portfolio may include a teacher's curriculum vitae, university degrees, diplomas, certificates of training and educational work, printed or electronic samples of excellent teaching practices and letters of recommendation. A teacher can submit the employment portfolio in case s/he wishes to be hired as a teaching staff in the public or the private sector.

The third type of the portfolio, the evaluation portfolio, is an important and effective tool for evaluating a teacher's work. It is used either by

himself or by an external evaluator, for example, the School Coordinator. In this case, the evaluation concerns the professional development and the total or the annual review of a teacher's practices. The evaluation process is carried out according to predefined criteria which are related to aspects of teaching and contributes significantly to the objective evaluation of a teacher's performance [12]. Such criteria may be a teacher's preparation, her/ his readiness for the subject, the methodology and the practices implemented, the pedagogical climate, the management of the classroom and the reflection of the teaching process. It provides a teacher the opportunity of thinking, observing, evaluating, reviewing and redesigning her/ his future practices [16].

Finally, the professional development portfolio can concern practicing teachers and it is the means of documenting qualitative and effective teaching as well as their professional development. While creating it, a teacher reflects on her/ his past, present and future goals [17]. As its main purpose is the self-evaluation in terms of quality and effective teaching, it is considered useful for the portfolio to be built on the basis of a teacher's personal preferences and individual beliefs [12]. Therefore, the professional development portfolio can reflect a teacher's philosophy in terms of teaching, education, duties and willingness for continuous development and progress [18].

3.3. Advantages and Disadvantages

According to a large number of researchers, the construction of the portfolio has specific advantages but also disadvantages and weaknesses. Referring to the advantages of the portfolio use, Kaplan [19] argues that the portfolio is a framed source of data that can be used to authentically evaluate the effectiveness of the educational work and consequently, to contribute to its upgrade as well as a teacher's professional development. Additionally, Green & Smyser [12] emphasize the promotion of critical thinking. More specifically, a teacher reflects on the knowledge, the skills and the attitudes s/he has developed and also s/he examines her/his teaching practices in detail in order to gather the necessary evidence. Zeichner & Wray [14] stress that the results of reflection increase a teacher's confidence.

Furthermore, the portfolio is a reliable tool for self-evaluation and hetero-evaluation. Using the portfolio, a teacher himself comes in contact with the adequacy of her/ his work and tries to renew and upgrade her/ his knowledge, methods and daily practices [20]. Another advantage which regards the external evaluation is that the portfolio provides an organized framework within which an evaluator can evaluate the quality and the effectiveness of the educational work in order to provide constructive comments [21]. Last but not least, the use of the portfolio promotes cooperation among professionals as a teacher has the opportunity to seek guidance, advice and feedback from colleagues, training coordinators and researchers regarding the structure and the content of the portfolio s/he has created [12].

Except for the abovementioned advantages, the bibliography mentions particular drawbacks and problematic areas. Firstly, it is underlined that in Greece a large percentage of elder teachers have never been trained on the construction of the portfolio and therefore, do not know how to start, how to organize it and what evidence to include in it [22]. This is due to the fact that during their academic studies the curricula of the pedagogical schools did not include the relevant training. In addition, studies by Attinello, Lare & Waters [23] and Sithole [24] report that teachers describe the process of creating a portfolio as time consuming, demanding, stressful, causing pressure and fatigue to them. Finally, some teachers question the usefulness and the effectiveness of the portfolio as they claim that the results of the external evaluation are likely to serve specific educational policies and expediencies with which they disagree ideologically.

Conclusion

To sum up, portfolio as an educational tool constructively contributes to the recording of a teacher's professional profile. The main purpose of creating the portfolio is the improvement of the quality of the educational work through self-evaluation and critical reflection in the context of a teacher's continuous and further professional development.

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The Future Skill of Education: Creative Thinking as an Essential Key of Super Smart Society 5.0

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Abstract

Creativity is one of the most debated topics in relation to learning skills in the 21st century. The Malaysia Education Blueprint clearly states that every student should acquire various cognitive skills, and creativity is one of them. Creative thinking has been defined as preparing students for a new way of life and working with a future that will bring a new revolution with unprecedented impact with Super Smart Society 5.0. Higher education will face significant challenges in preparing students for future skills. Society 5.0 is not easy, and students need to be fully equipped. The digital society or known as a "super smart society", forces society to be accustomed to think creatively think critically and being able to solve problems as creativity becomes a 21st-century competence. The main objective of this study is to extend the current understanding of the importance of creativity as a competence skill for students in a new digital society. The majority of further studies should be conducted to ensure students combine creativity skills in all aspects. Through this shift, higher education will help students ensure long-term employability. This article aims to describe the importance of creative thinking skills and prepare students for Super Smart Society 5.0. This issue should be anticipated and addressed in the future to help the education system determine the knowledge and skills to shape our sustainable nation.
Keywords: *Creative Thinking; Super Smart Society 5.0.*

1. Introduction

In the past few years, there has been an increasing perception that creativity and creative thinking should be encouraged as valuable outcomes of higher education and have been set as so-called 21st-century skills (Partnership for 21st Century learning, 2015). Technological changes in the teaching and learning process also force students to equip themselves with diverse skills and knowledge. Whether or not they are ready, students must have an alternative to mastering the skills to be on the working path when the changes occur. This is consistent with (Roekel, 2017), who lists some of the skills that the 21st century needs in terms of 4K skills, namely communication, collaboration, critical thinking, and creative skills that will be able to provide students who ready and competitive an increasingly complex life in the age of digital society worldwide.

Malaysia's education sector is considered a critical factor in achieving a status of a developed country with high-income people in 2020. Based on (Pelan Pembangunan Pendidikan Malaysia 2013-2025, 2013), Our educational system must foster students' knowledge, creativity, and critical thinking skills for them to graduate better equipped to survive in the Super Smart Society 5.0 world and rank among the finest in the world. Therefore, research should create a group of students who can think creatively. The Malaysian Government, since the Education Development Master Plan (2006-2010) and through (Malaysia Education Blueprint Malaysia, 2013), has urged future generations to be equipped with creative and innovative skills. In triggering creative thinking skills, students must go through several processes such as identifying problems, finding information, and recording, thus generating ideas and alternatives to solve problems.

According to the (World Economic Forum, 2020) in Figure 1, by 2025, half of all workers will need to reskill because of technological advancements leading to the Super Smart Society 5.0. The top ten abilities students and professionals will need to master over the next five years place creative thinking high on the list—problem-solving skills, creativity, negotiation, critical thinking, teamwork, cognitive flexibility, and emotional intelligence. Since our educational system identified creativity as a crucial component of preparing students for a more

complex lifestyle in the Super Smart Society 5.0 of the future, creative thinking abilities are essential.

Figure 5. Top 10 skills of 2025, World Economic Forum, 2020

1.1. What are the Creative Thinking Skills?

The study of the creative thinking is a topic under intense research. Studies related to creativity have long been conducted by researchers before, proving the importance of possessing creative thinking skills that become an essential competency in human life. Creative thinking skills are the ability to turn something into a new way. It refers to the ability to get a new solution to a problem. Creative thinking become a high-value skill to have in the 21st century. Developing creative thinking skills is extremely beneficial for higher education students in every work area.

Researchers conducted the previous study to identify factors that can influence the development of creative thinking skills. (Buntat et al., 2011) studied students' creativity by comparing them by gender, ingenuity, academic achievement, family social economic status, and environmental influence. (Cannatella, 2004) states that creativity is strongly influenced by biological, physical, psychological, and reproductive needs and human growth. Moreover, the study revolves around creativity, associating the relationship of creativity with the personal qualities or personality of the individual with intellectual abilities.

However, according to (Sternberg, 2006), environmental factors can also improve creative thinking. There are six variables in Sternberg's Theory of Creativity:1) Intelligence a. Synthetic Intelligence b. Analytical Intelligence c. Practical Intelligence 2) Knowledge 3) Thinking Style 4) Personality 5) Motivation a. Intrinsic or personal b. Extrinsic c. Environmental conditions 6. Environmental. This is in line with the Sternberg & Lubart (1996) study, which stated that creativity is a summary of the components to express it through intellectual abilities, knowledge, personality, thinking style and motivation.

For further clarification, creativity is a 'potential' that is present in every human being. And those who are creative will use their potential to transform the normal into the outstanding things in order to face the smart society in the future.

1.2. Super Smart Society 5.0

Smart Society 5.0 or (Society 5.0 or Super Smart Society) is a society that enables the use of new technologies by creating an intelligent community or human-centric society (Gladden, 2019). Besides, Society 5.0, also known as "Smart Society", is a competitive and motivated community is also the vision of Japan's vision to anticipate the development of the revolution 4.0.

According to Figure 2, Evolution of human society towards Smart Society 5.0 (Fukuyama, 2018), the society level is based on human history. Society 1.0 is a group of people who hunt and live in groups with nature; While Society 2.0 began to form community groups based on agriculture, organizational improvement, and nation building: Next, Society 3.0 is a society that went through an industrial revolution; Society 4.0 is informed; Smart Society 5.0 or (Society 5.0 Super Smart Society) is an extension of the emergence of Industry 4.0 technology, striving for a prosperous human-centered society.

The Society 5.0 is a Super Smart Society in which technologies such as Big Data, the Internet of Things (IoT), artificial intelligence (AI), and robots are integrated into society. This Society 5.0 is not accessible, student need to be fully prepared. To realize society 5.0, student must be equipped with three high abilities: problem-solving skills, critical thinking and creativity. The society must be used to think critically, think creatively and being able to solve problems (Anjani,2019).
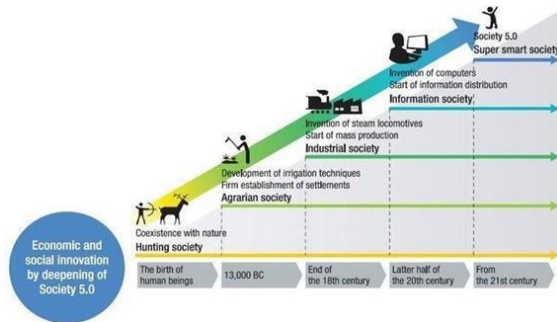
Figure 6. Evolution of human society towards Smart Society 5.0 (Fukuyama, 2018). Based on Japan Business Federation (Keidanren)

It is important to understand that creative thinking is essential for students to participate in the Smart Society 5.0 (Society 5.0) challenge. Japan launched Society 5.0 on January 21, 2019, in preparation for 2025, creating a human-centered society dealing with the advancement of knowledge and technology. The concept of Society 5.0 is to make people focus on technology operators, a society that aims to solve social problems and take full advantage of digital technology.

This section defines that society play major role in the development of creativity. Therefore, this study describes the importance of creative thinking skills into preparing students for Smart Society 5.0. Students who will master the job must continue to be competitive with the global chain, according to the recommendation of Science, Technology, and Innovation Minister Datuk Seri Dr. Adham Baba at Malaysian Board of Technology (MBOT)-Special Issue on 'Accelerating Nation's High - Skilled Talent' on September 10, 2021, to create a plan to develop high-skilled talent as Malaysia faces a shortage of skilled workforce in the technology field is.

2. A Definition of Creativity and Creative Thinking and Super Smart Society

It is important at this point to introduce some further **definitions** and basic concepts related to this study. Several terms are used and described in terms of operational definitions, to reflect the meaning of the terms used in the context of the ongoing study (Rosli Mohd Saleh, 2018). For the purpose of this article, it will firstly clarify the terms used are as follows:

2.1. Creativity and Creative Thinking

Definition of the variables included here have been reported in previous study. The definition of creativity and creative thinking is still debated to this day and there are no agreed on standard definition. Creativity itself is something subjective. The word creativity is taken from the word "create" which means to create from the Latin word, while in Greek, create means 'to fulfil'. From this it can be concluded that creativity is the ability to create something of value by combining skills and imagination to produce something creative. (Torrance, 1988) explains it is complicated to give an accurate definition of creativity because the characteristics of creativity are infinite.

Creativity is defined as sourcing ideas and products that are novel and useful (Kaufman & Sternberg, 2019). Creativity can also be defined as the generation of ideas into two distinct components that are derived naturally and thoughts that arise from the appropriateness of the situation (Amabile, 1983). In turn, according to (Amabile, 1983), involving individuals in the creative process is equal to or better in influencing actual creative thinking. However, (Edward de Bono, 2002) defines creative thinking as "being different" that is by showing differences to be creative.

The capacity to deviate from established patterns and structures is what is meant by creativity (Amabile, 1988), and to be seen as a creative person, we should be able to create new combinations of experiences and discover new connections (Guilford 1967). According to Amabile (2010, other definitions describe creativity as generating useful and novel ideas, products, and problem-solving.

This indicates a need to take action in order to establish creativity as an important skill needed to develop the future of society and could change the whole society. To synthesize the different perspectives from the definition of creative thinking and creativity, this study will apply the definition of ability to the generation of new ideas and concepts and the ability to think differently.

2.2. Super Smart Society 5.0

It is important at this point to introduce some further definitions and basic concept of Super Smart Society. Smart Society 5.0, also known as Super Smart Society 5.0 or Society 5.0, is a society that places a high emphasis on quality of life and strives to be more driven, joyful, and farsighted. In this

society, labour productivity has improved effectively and swiftly. According to (Gladden, 2019), society 5.0 use technology to improve quality of life by building a physical cyber community centered on people. This concept which originated in Japan, promotes sustainable societal development and mobilizes the relationship potential of individual digital cyber technology.

At the same time, the digital transformation develops new values in society and shapes society's national industrial policy. According to (Dimitrios Serpanos, 2018), this situation aims for the community to successfully solve and manage problems with effective methods and create a better life for the community while maintaining healthy economic growth.

3. Literature Review

A review of the literature shows that 21st century skills are the most relevant could be used to prosper in the smart society 5.0. Students need more than knowledge. They need the ability to collaborate, communicate and solve problem (World Economic Forum, 2016 p.4). This paper focuses on the 4c's of 21st Century Skills. There are four variables includes collaboration, critical thinking, creativity, and communication (Rothwell, 2020; Voogt & Roblin,2012; Scott, 2015 and Chalkiadaki, 2018).
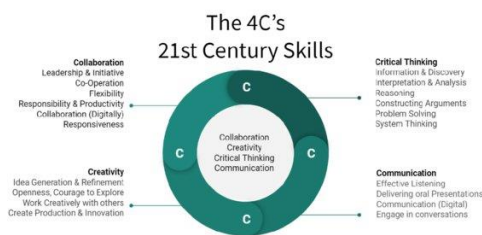
Figure 7. The 4Cs 21st Century skills- Graphic Developed by (C. Mazzola-Randles, 2020)

Collaboration and communication are defined as teamwork, especially in heterogeneous environments, open-mindedness, conflict management, self-motivation, initiative, entrepreneurship and leadership through influence (Voogt & Roblin, 2012; Scott, 2015 and Chalkadaki, 2018).

Critical thinking is intended to enhance self-development and autonomy (self-management, self-organization, self-regulation, self-direction, self-reflection, independent thinking, autonomous action, ability to shape and carry out life plans and projects, defend/enforce rights and emotional

intelligence). In addition, it should enable analytical reasoning, problem solving, and higher-order reasoning (Voogt & Roblin, 2012; Scott, 2015 and Chalkadaki, 2018).

Creativity means having the space to think outside the box and to challenge one's skills and abilities, to be curious, to use imagination, playfulness, production, co-creation and innovation (Voogt & Roblin, 2012; Scott, 2015 and Halkiadaki, 2018).

4. Objective

This study's major goal is to deepen our understanding of the value of creative thinking as an important skill for students in the emerging digital society by offering the definition and discussion of creativity, creative thinking, and Super Smart Society 5.0. Besides, this study focuses on the future competencies that students should possess, which is the ability to think creatively as a context for change with the 4c's of 21st century skills namely: collaboration, communication, creativity and critical thinking.

5. Background of Study

Creative thinking is considered relevant in the face of changes in the education sector and is the preferred topic of discussion for researchers to prove the importance of creativity in human life. The development of creativity research began in the 1990s by examining student creativity through comparisons based on gender, intelligence, academic achievement, family socioeconomic status, and environmental influences (Yong 1989).

Thereafter (Weisberg, 1999) the majority of studies found that there is a relationship between creativity and the personality of an individual possessing intellectual abilities, ie creativity is born of those who are ingenious and clever. Then studies relate it to school-level teaching and learning (Beghetto & Plucker, 2006). In creative thinking studies, several factors drive creativity, namely factors such as personality, intelligence, and environment, and this agrees very well with (Sternberg & Lubart, 1996) who concluded that the component of creativity through the factors of the present is knowledge, thinking style, personality, motivation, environment, and intelligence.

This problem leads to the need to research to find out the future skills of education among students at the Institute of Higher Education to overcome the problem of lack of creative thinking skill.

The application of creative thinking needs to start in education and therefore studies need to be conducted to justify the potential of creative thinking and its application of creative thinking in students. Therefore, the background to the study of creative thinking is discussed in this section based on 4C's 21st century skills that should be developed and implemented for higher education.

6. Method

This research uses a literature review. The data used are secondary data. The literature search in this study was conducted through literature study of scholarly sources such as books, journal articles, and theses on creativity. The author collects relevant data on the importance of creative thinking skills on how to prepare students for Super Smart Society 5.0.

Conclusion

In conclusion, we have shown how fostering creative thinking can enhance students' ability to be more competitive and progressive. The importance of creativity is increasingly recognized, and various measures have been taken to prepare students and society to compete in the current globalization. To ensure that society is able to cultivate creativity, efforts to foster creativity are actively studied. Creative thinking is crucial for future skill development of education as societal become more complex to use technology tools for a better life. To help students to develop creativity in thinking, the concept related to 4C skills (creativity, Critical thinking, collaboration, and communication skills) is needed.

In order to develop the potential creative thinking students, the cooperation of all parties in preparing students to be ready to face the era of Smart Society is highly expected as well as it can generate national development, in line with the Malaysian Education Development Plan (2013-2025), Ministry of Education Malaysia. Future-ready students will actively involve in all dimensions of the smart society as they are well prepared for the future. Students are change agents who need a broad knowledge and skills to positively impact their future and meet complex demands. For this, the students need all these skills to transform our society and shape our future in Super Smart Society 5.0.

Society 5.0 is a human and social development proposal of sustainability and a national design in Japan (Keidanren (Japan Business Federation), 2016). The ultimate goal of Society 5.0 is to improve people's quality of life. According to (Harayama, 2017), Society 5.0 aims for a prosperous human-centred society. Therefore, the university has become a significant environment for fostering creative thinking among students, synergising creative thinking skills in developing competent labour to live in our future society as creative thinking becomes the most important skills for success in the 21st century. Since this is an era where everyone can step into the ring to change and shape on what kind of society we want to develop.

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Distance Learning in Malaysia's North Higher Education Provider During the Pandemic: Challenges and Improvements

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Abstract

The pandemic of Covid-19 has prompted a halt in the methods and means of learning at higher education institutions. The students' learning activities have been disrupted as a result of the situation. During the pandemic, the activities of higher education institutions are affected. Under the current conditions, it is critical to transform to a remote learning platform via the online learning. In this study, a survey questionnaire was utilized to collect responses from 1652 (N=1652) university students from Malaysia's Northern Higher education provider, Universiti Teknologi MARA (UiTM). The outcomes of this study indicated participants' perceptions of the effectiveness and simplicity of use of online learning tools during the Covid-19 pandemic. The present paper focuses on the frequent issues that higher education institutions confront, as well as the challenges and improvements that may be implemented in the current circumstances to ensure continuous learning. The major findings as well as future directions are highlighted.

Keywords: *Distance learning; Learning platform; Pandemic Covid-19; Online learning*.

1. Introduction

A contagious disease called as the Severe Acute Respiratory Syndrome coronavirus-2 which was later known as the Covid-19 was first identified in the province of Wuhan, China in the year of 2019 at the late of December. The disease got spread to 200 other countries around the world drastically. The Covid-19 pandemic brought in many changes and challenges in the learning system and teaching techniques.

The Covid-19 epidemic has caused a pause in the ways that higher education institutions teaching and learning approaches. The scenario has interfered with the students' learning activities [1]. Higher education institutions' operations were impacted by the epidemic. It is crucial under the current circumstances to shift to an online learning platform for distance learning. Hence, the students were all restricted from attending the physical classes due to the implementation of the lockdown [2, 3].

The Covid-19 epidemic period had a significant negative impact on all area of the lives of the typical person [4]. Millions of students were temporarily homeschooled during the Covid-19 outbreak in many other nations, including China, South Korea, Italy, and Iran. This was extremely inconvenient for the students due to the challenges they encountered with online learning [5, 6].

The fear of the academic year loss, influence of other learners and the mental health of the learners were affected greatly and the learners were not able to cope up with the teaching and learning during this particular time frame [7, 8]. As a result, the students' perceptions on Online Distance Learning (ODL) experiences will also need to be gained in order to understand their obstacle and the effectiveness of this teaching and learning approaches.

Thus, the objective of this study was 1) to obtain information regarding ODL experiences among current enrolled students, 2) to understand the challenge and obstacle facing by the current enrolled students during their online learning and 3) to provide an insight information from current enrolled students in formulating an assessment approach and delivering approach.

Specifically, the scope of the study focuses on university students from Malaysia's Northern Higher education provider namely Universiti Teknologi MARA or UiTM. This paper presents the result summarized from the indicate study.

2. Methods

The method used in collecting data this study was quantitative techniques via online questionnaires distributed to current enrolled students in Kedah and Perlis branch campuses of Universiti Teknologi

MARA (UiTM) which were both situated in the northern part of West Malaysia.

Data were collected through an online survey. The convenient sampling was chosen which received response from 1793 respondents. After NA's removal, the usable response was 1652 respondents (N=1652).

The structure of the questionnaire consists of 5 questions of demography including campus, faculty, semester, programme and gender. The main part consists of 10 questions Likert scale of ODL experiences by using 5-point Likert scales (strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree). At the end of the survey, respondents are asked on one question regarding comments, questions or concerns and three questions consists of personal details of student ID, mobile phone and email.

Table 1 indicates the 10 questions used in the survey.

Table 1. Survey questions

No.	Questions
1	I am given enough information regarding the delivery of my course
2	I am given enough information regarding the assessments in my course
3	I am given enough time to complete my learning tasks
4	I can access my online learning sessions without much difficulty
5	I can access the resources (notes, textbooks, modules etc.) related to the courses without much difficulty
6	My learning sessions are appropriately scheduled
7	In general, the duration of my learning sessions is appropriate
8	I am able to study collaboratively and cooperatively with my peers, online and at a distant
9	I receive feedback and answers to my questions from the lecturers constantly
10	I am able to study comfortably in my current location/home environment

The data gained from the survey was then analyses by using SPSS to produce the result.

2.1. Analysis

Table 2 summarizes the demographic profiling of the respondents according to their origin campuses. The distribution of the gender is consistent with proportion of male and female in the population.

Table 2. Descriptive summary by campus (demography)

	Kedah (N=705)	Perlis (N=947)	**Total (N=1652)**
Gender			
Female	533 (75.6%)	594 (62.7%)	**1127 (68.2%)**
Male	172 (24.4%)	353 (37.3%)	**525 (31.8%)**
Semester			
1	53 (7.5%)	41 (4.3%)	**94 (5.7%)**
2	290 (41.1%)	395 (41.7%)	**685 (41.5%)**
3	62 (8.8%)	81 (8.6%)	**143 (8.7%)**
4	252 (35.7%)	304 (32.1%)	**556 (33.7%)**
5	40 (5.7%)	48 (5.1%)	**88 (5.3%)**
6	8 (1.1%)	66 (7.0%)	**74 (4.5%)**
7	0 (0%)	10 (1.1%)	**10 (0.6%)**
8	0 (0%)	2 (0.2%)	**2 (0.1%)**

Table 3 below summarizes the descriptive summary of the result for main questions and comparison by campus on ODL experiences.

Table 3. Descriptive summary by campus (ODL)

	Kedah (N=705)	Perlis (N=947)	**Total (N=1652)**
Enough_info_delivery			
Mean (SD)	3.69 (0.682)	3.71 (0.704)	**3.70 (0.695)**

Median (Min, Max)	4.00 [1.00, 5.00]	4.00 [1.00, 5.00]	**4.00 [1.00, 5.00]**
Enough_info_assessment			
Mean (SD)	3.70 (0.692)	3.74 (0.686)	**3.73 (0.688)**
Median (Min, Max)	4.00 [1.00, 5.00]	4.00 [1.00, 5.00]	**4.00 [1.00, 5.00]**
Enough_time			
Mean (SD)	3.30 (0.941)	3.35 (0.912)	**3.33 (0.924)**
Median (Min, Max)	3.00 [1.00, 5.00]	3.00 [1.00, 5.00]	**3.00 [1.00, 5.00]**
Online_access			
Mean (SD)	3.10 (0.920)	3.09 (0.943)	**3.09 (0.933)**
Median (Min, Max)	3.00 [1.00, 5.00]	3.00 [1.00, 5.00]	**3.00 [1.00, 5.00]**
Resource_access			
Mean (SD)	3.23 (0.898)	3.22 (0.928)	**3.22 (0.915)**
Median (Min, Max)	3.00 [1.00, 5.00]	3.00 [1.00, 5.00]	**3.00 [1.00, 5.00]**
Scheduled_learning			
Mean (SD)	3.46 (0.877)	3.54 (0.870)	**3.51 (0.873)**
Median (Min, Max)	4.00 [1.00, 5.00]	4.00 [1.00, 5.00]	**4.00 [1.00, 5.00]**
Learning_duration			
Mean (SD)	3.59 (0.728)	3.58 (0.770)	**3.58 90.752)**
Median (Min, Max)	4.00 [1.00, 5.00]	4.00 [1.00, 5.00]	**4.00 [1.00, 5.00]**
Collaborative_study			
Mean (SD)	3.05 (0.913)	3.03 (0.909)	**3.04 (0.910)**
Median (Min, Max)	3.00 [1.00, 5.00]	3.00 [1.00, 5.00]	**3.00 [1.00, 5.00]**
Constant_feedback			
Mean (SD)	3.73 (0.734)	3.67 (0.736)	**3.70 (0.736)**

Median (Min, Max)	4.00 [1.00, 5.00]	4.00 [1.00, 5.00]	**4.00 [1.00, 5.00]**
Comfortable_study			
Mean (SD)	3.13 (1.08)	3.05 (1.04)	**3.09 (1.05)**
Median (Min, Max)	3.00 [1.00, 5.00]	3.00 [1.00, 5.00]	**3.00 [1.00, 5.00]**

* Indicator: 1.00-1.60 (-VE); 1.61-3.20 (Average); 3.21-5.00 (+VE)

The result shows that three items score an average point, consists of online access, collaborative study and comfortable study. The remaining seven items score positive for results between 3.21 and 5.00 consists of enough info delivery, enough info assessment, enough time, resource access, scheduled learning, learning duration, and constant feedback.

2.2. Results

Figure 1 illustrates the graphical chart of students ODL experiences. The results indicate that assessment information, feedback, information delivery and learning duration seems to be in positive effect from ODL experiences. However, the remaining items of comfortable study environment, accessibility to online resources, and collaborative study activities still need to be improved based on this result. The main concern appears in the requirement of comfortable study environment and the other two items consists of accessibility to online resources and collaborative study linkages.
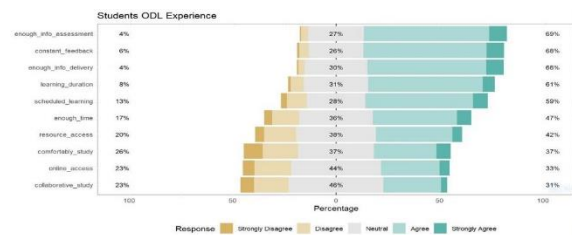

Figure 8. Students ODL experiences

ODL Items	p-value Levene	Mean Score	Mean Score	Mean Difference	p-value	95%LCI	95%UCI	Decision
enough_info_delivery	0.363	3.688	3.710	-0.022	0.531	-0.089	0.046	Fail to reject null
enough_info_assessment	0.817	3.705	3.742	-0.037	0.275	-0.105	0.030	Fail to reject null
enough_time	0.368	3.305	3.354	-0.049	0.289	-0.139	0.041	Fail to reject null
online_access	0.480	3.101	3.088	0.013	0.778	-0.078	0.104	Fail to reject null
resource_access	0.349	3.226	3.220	0.006	0.897	-0.083	0.095	Fail to reject null
scheduled_learning	0.810	3.462	3.540	-0.077	0.076	-0.162	0.008	Fail to reject null
learning_duration	0.107	3.589	3.576	0.013	0.725	-0.060	0.087	Fail to reject null
collaborative_study	0.881	3.050	3.032	0.018	0.692	-0.071	0.107	Fail to reject null
constant_feedback	0.931	3.729	3.672	0.057	0.116	-0.014	0.129	Fail to reject null
comfortably_study	0.294	3.130	3.054	0.077	0.144	-0.026	0.179	Fail to reject null

Figure 2. Independent sample t-Test of ODL on campus

Based on the results shown above (fig. 2), it indicates that there is not enough evidence of significant difference on ODL experiences between the two campuses.

ODL Experience	p-value Levene Test	Mean Value (Kedah)	Mean Value (Perlis)	Mean Difference	p-value	95%LCI	95%UCI	Remark
enough_info_delivery	0.363	3.688	3.710	-0.022	0.531	-0.089	0.046	No Difference
enough_info_assessment	0.817	3.705	3.742	-0.037	0.275	-0.105	0.030	No Difference
enough_time	0.368	3.305	3.354	-0.049	0.289	-0.139	0.041	No Difference
online_access	0.480	3.101	3.088	0.013	0.778	-0.078	0.104	No Difference
resource_access	0.349	3.226	3.220	0.006	0.897	-0.083	0.095	No Difference
scheduled_learning	0.810	3.462	3.540	-0.077	0.076	-0.162	0.008	No Difference
learning_duration	0.107	3.589	3.576	0.013	0.725	-0.060	0.087	No Difference
collaborative_study	0.881	3.050	3.032	0.018	0.692	-0.071	0.107	No Difference
constant_feedback	0.931	3.729	3.672	0.057	0.116	-0.014	0.129	No Difference
comfortably_study	0.294	3.130	3.054	0.077	0.144	-0.026	0.179	No Difference

Figure 3. Summary result of independent sample t-Test (ODL-campus)

Based on the results shown above in fig. 3, it indicates that there is not enough evidence that there is a significant difference on ODL experiences between the two campuses. Thus, students have similar experiences on ODL activities regardless of the campus they are studying.

ODL Experience	p-value Levene Test	Male	Female	Mean Difference	p-value	95%LCI	95%UCI	Remark
enough_info_delivery	0.145	3.709	3.682	0.027	0.531	-0.045	0.099	No Difference
enough_info_assessment	0.278	3.738	3.701	0.037	0.305	-0.034	0.109	No Difference
enough_time	0.764	3.332	3.335	-0.003	0.945	-0.099	0.092	No Difference
online_access	0.932	3.098	3.084	0.014	0.780	-0.083	0.111	No Difference
resource_access	0.961	3.242	3.179	0.063	0.191	-0.032	0.158	No Difference
scheduled_learning	0.368	3.543	3.429	0.114	0.013	0.024	0.205	Difference
learning_duration	0.163	3.594	3.554	0.039	0.323	-0.039	0.117	No Difference
collaborative_study	0.776	3.072	2.970	0.102	0.034	0.008	0.197	Difference
constant_feedback	0.002	3.736	3.610	0.127	0.002	0.048	0.206	Difference
comfortably_study	0.157	3.121	3.013	0.107	0.054	-0.002	0.216	No Difference

Figure 4. Summary result of independent sample t-Test (ODL-gender)

Based on the results shown above in fig. 4, there is an exist differences on ODL experience between male and female students for schedules learning, experiences in collaborative study, and constant feedback. This study reveals that female student has a higher experience in both of this category compared to male students regardless of which campus they are studying.

3. Discussion

Based form the result gain from the study, there are still a lot of improvements that can be taken to ensure that students have the highest satisfaction on ODL experiences. Assessment information, feedback, information delivery and learning duration seem to be in the right path towards positive ODL experiences. Students tend to be satisfied with these items and scored the highest satisfaction level.

However, comfortable study environment, accessibility to online resources, and collaborative study activities are still needed a lot of improvement. This supports the study by Wannasiri et. al. [9] which revealed that investments in technology, such as hardware, software licensing, learning material production, equipment maintenance, and training, are impediments to online learning for developing countries.

The main concern appeared in the requirement of comfortable study environment. Two items need a thorough improvement of accessibility to online resources and collaborative study linkages. Universities should also be thinking on implementing online instruction as a creative approach to the teaching and learning processes in the future as suggested by Selvanathan et. al. in their article [10].

In regards to this, C´ukuˇsic et. al. [11] suggested a few suggestions to increase the implementation of e-learning for example reviewing current programmes, establishing clear programme objectives and expected results, defining learning methods and activities, defining how activities are organized and presented, defining learning materials for each activity, choosing appropriate assessment models, identifying skills and other access requirements, and establishing requirements for resources and infrastructure.

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Motivation in Distance Learning

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Abstract

What is the importance of motivation in distance learning? The term motivation comes from the Latin word "movere" which means to move. It is the force that moves all our processes, physical or mental. What can we expect from unmotivated sportsmen or unmotivated workers? Can success be present if there is zero motivation? It is the driving force to all our activities. Motivation is crucial for something that requires a lot of effort and attention, especially a mental effort. Unlike traditional learning that is mostly regulated by the teacher, self-regulation and self-discipline are vital to the success of distance learning. Distance education entails students working via electronic media in the comfort of their home. It is also harder when students work on their own in asynchronous distance education courses compared to synchronous ones. However, in order to sit in front of the computer and opt for learning while being highly distracted in no classroom-alike environment, students need even higher motivation. In this paper we will consider the different aspects of motivation, the different types of motivation such as intrinsic, extrinsic or social motivation. We will take into consideration how these types influence the success in distance learning courses. Moreover, we will discuss the role of the Matthew effect i.e. how the greater motivation or the lack of motivation confirms the same results in terms of distance education. In the end, we will focus on motivation for English language acquisition in both forms of distance learning in higher education, synchronous and asynchronous forms.

Keywords: *motivation, Matthew effect, synchronous, asynchronous, language learning.*

1. Introduction

What is the importance of motivation in distance learning? If we consider what we previously stated about unmotivated sportsmen or if we compare distance learning to any other activity or scientific goal, we can conclude that the role is immense. What results would unmotivated sportsmen achieve? Why would they invest such an effort without a goal or motivation for a successful game? Motivation is crucial especially when it comes to including a substantial effort and dedicating a lot of attention, particularly a mental effort. For distance learning to make sense, to achieve the desired result, the motivation of the students is crucial, from the beginning of the course to the end. Motivated students improve more every day, while unmotivated will probably not reach the determined goal.

Yilmas & Yilmas (2020) speak about motivation in an online environment emphasizing the fact that student who haven't developed self-directed learning skills need external support and guidance. Learning analytics (LA) is defined as a measurement, collection, analysis and reporting of data about learners and their context, which can be used as a metacognitive tool in an online environment. The purpose of providing metacognitive support in online environment is to increase student's awareness of the learning process. As Yilmas and Yilmas (2020) suggest, with the LA reports, teachers can provide students with various advice and guidance and thus ensuring that problems such as not knowing what to do and disappearing in the learning environment will be eliminated. As a tool LA can be used in both forms of distance education (DE), especially in its asynchronous form, where the possibility of student's disappearance is even greater. Being able to self-regulate your learning, to think about your own acts, to be aware of yourself can significantly contribute to learning motivation.

Miller & Faircloth (2009) say that the word motivation comes from the Latin word "movere" which means to move. Hence we can conclude that it is the motivation that moves each process, physical or mental. This phenomenon has been transformed throughout the history by teachers, scientists, politicians (Miller & Faircloth, 2009, p. 311). Today, we can conclude that motivation is the moving force, especially in distance learning, which is in the center of our interest now. However, the lack of motivation can be responsible for the number

of dropouts, especially in DE courses, as Hartnett et al. (2011) conclude.

2. Types of Motivation

Motivation is defined as one of the most important factors affecting the speed, intensity, direction and persistence in any human behavior including learning as Firat et al. (2017) suggest. There different types of motivation, but we will consider three types in our paper. Those are intrinsic, extrinsic and social motivation. We will now go into detail about each type of motivation.

2.1. Intrinsic Motivation

Intrinsic motivation, as the name suggests, is a personal driving force, internal, which makes us reach our goal. Guthrie & Wigfield (2000) explain that intrinsic motivation is concerned with personal enjoyment in the activities that are supported by excitement, stress and interest. It also contains the component of the soul, the will of the student to become part of the activities, which is the process of distance learning in our case. Hartnett et al. (2011) point out that most of the students in distance learning are intrinsically motivated.

The biggest motivation is the one that comes from inside. We are the greatest moving forces of our acts, our conscience and sub conscience are mostly responsible for the way we behave. If we are determined to complete a task, that is the sign that it will be completed. If we are personally motivated to take distance learning seriously, to learn what is necessary and to broaden our knowledge, the probability that we will complete the assignment is huge.

Guthrie & Wigfield, (1999) say that intrinsic motivation is related to the student and his own enjoyment in the learning material as well as his exposure to it for his own good. At the same time, these students have probably greater intrinsic motivation to learn more than others and they certainly have greater achievement and placement on assessments compared to other students.

Moreover, the truth is that those who learn more improve faster, especially when it comes to foreign language learning, they enrich the vocabulary since they study words from context, included directly in the lecture. There is no doubt that they will achieve better results in any testing organized by the school or other institutions.

According to Miller & Faircloth (2009), intrinsic motivation is central when it comes to long-term engagement. In order to obtain success, the personal dedication together with intrinsic motivation is crucial and the most powerful one. Firat et al. (2017) point out that intrinsic motivation triggers and sustains the interest of distance education students when it comes to learning on their own in the e-learning environment. Hence, motivation can increase, thus learning can be easier.

According to Guthrie & Wigfield (2000), intrinsic motivation has several aspects such as curiosity, inclusivity and challenge acceptance. Curiosity means that the students take part in the task in order to fulfill their goal and to learn and understand the world around them. Inclusiveness means enjoyment of the students and their deep engagement in the task. This also means "to get lost in the studying". Challenge acceptance means a will to comprehend the more complicated material and the more complex ideas.

2.2. Extrinsic Motivation

Extrinsic motivation, as the name suggests, is an outside stimulus to fulfill a certain goal. However, this motivation is short-term, because when we do not do something for us personally, we often do not do it for the right reasons. It is very common to give up before we reach the goal or to lose the interest if the stimulus is lost.

Guthrie & Wigfield (2000) speak about several authors who look on extrinsic motivation as a motive to obtain some recognition or award. There are a lot of motivating programs that mostly deal with extrinsic motivation because they include an award or some recognition. On the other hand, intrinsic and extrinsic motivation are not completely opposite as they both have a goal of engaging learners as much as possible into the learning process.

However, the extrinsic motivation is more superficial, because it does not include real enjoyment but receiving a reward or appraisal, and as soon as that is achieved, the motivation is lost. The students actually become addicts of awards and appraisals, which is not the right way as the most important thing is to create a real wish for learning and not to give up without completing the goal. According to Firat et al. (2017), while intrinsic motivation is responsible for the quality of learning in distance education, the extrinsic motivation affects the amount of performance.

Turner (1995) speaks about motivation as well, especially about the fact that when intrinsic

motivation is considered, the fact that student do not learn isolated but in interaction with the classmates and the teacher is disregarded. Hence, the extrinsic motivation from the classmates and mostly from the teacher can play the crucial role in reaching the goal.

Finally, we can conclude that extrinsic motivation is also important, which can contribute a lot to learning and understanding. We, as teachers, should strengthen the intrinsic as well as extrinsic motivation of our students. The first one depends on the personality of the students. The second one depends a lot on us, as with various activities and different and interesting goals we can do a lot to optimize the learning process, especially in an online environment.

2.3. Social Motivation

The social environment is part of all activities, including the education of the students. Distance learning is a social activity as well. The students engaged in distance learning, especially those in the synchronous form of DE are part of a community. The human is not born to live alone, in isolation. He belongs to different communities in the life, so the community plays a crucial part in motivation of individual students, even though the physical contact is not present.

Guthrie & Wigfield (2000) have the opinion that social motivation connects the interpersonal activities and activities in the students' community. They say that there are students who share materials with peers and participate responsibly in completing the required assignments. Social motivation influences the scope of learning and assignment completion.

This type of motivation is very important, since we know that belonging to a community is crucial in certain spheres of life. It is even more important in distance education where physical contact is replaced with electronic media. Hence, social motivation should not be disregarded in the whole process of motivation.

3. Matthew Effect

What is the connection between distance learning and achievement? The response is that the second is the consequence of greater effort in the first one. The more the student learns, the more success he will have. Hence, the achievement is greater.

Guthrie & Wigfield (2000) speak about this topic, drawing attention to the point that, in accordance with the gospel of Matthew, those that achieve higher results in their learning advance faster than those which achieve lower results. Matthew said: "For to everyone who has, more will be given and he will grow rich; but from the one who has not, even what he has will be taken away" (XXV:29, cited by Stanovich, 1986 p. 381).

Hence, the origin of the Matthew effect is from this gospel. According to it, the rich become richer and the poor become poorer. The same applies for distance learning. Those who grasp the opportunity to learn disregarding the circumstance will become better in doing it, compared to those who do not like this form of learning, and they will become weaker and weaker.

There is a relationship between English language acquisition and distance learning. The more students engage in distance learning, the more motivated they are. Their English proficiency will improve as well, because the motivation is the driving force that motivates the learners to learn more and more and thus improve their language knowledge and skills.

Finally, we can conclude that language acquisition is a complex process. We cannot separate the skills since they all are part of the level of language knowledge. We explained the Matthew effect here, because we hold the opinion that the greater the motivation of students, intrinsic, extrinsic, social etc., the greater results will be achieved in English language acquisition via distance learning.

4. Motivation in Synchronous and Asynchronous Forms of DE

Synchronous form of DE, as the name suggests, is bound by time. The participants work in synchronization with other participants and the teacher. It is further said that in synchronous learning, learners are enabled to ask questions and receive answers on the spot and also that the learning takes place at real time and a group of learners are engaged in it simultaneously. This leaves an opportunity for learners to be motivated in different ways, considering the intrinsic, extrinsic and social type of motivation. If the person is not intrinsically motivated, personally, the learning cannot even begin. Especially distance learning, which involves a large amount of self-control. When the learning is in progress, a lot depends on the teacher. The teachers influence the extrinsic motivation the most. If students are offered different and interesting activities with a clear purpose, the learning progress will continue. If the class is monotonous, if the students are not motivated, the levels of dropouts can even be greater in DE. The synchronous form of

DE also gives the students the feeling of belonging to a group or community. Here the social motivation that comes from peers is important. If they are cooperative, willing to help, to share material, to work in group and to care for other classmates, then social motivation will contribute to the success of DE significantly.

Unlike synchronous form of DE, asynchronous form is not bound by time. It does not require for the participants to work together in real time with the teacher. It involves students working separately at different times, hence the interaction between the students and the teacher occurs intermittently with a time delay. Regarding the fact that students work on their own, at their own pace, the self-regulation and self-control are the most important. Intrinsic motivation should be the highest so as to avoid as much dropouts as possible. As Hartnett et al. (2011) confirm, learners in DE are above everything intrinsically motivated to engage in learning and to keep up with it.

Speaking about English language acquisition in synchronous and asynchronous forms of DE, the role of any motivation can by no means be disregarded. Intrinsic motivation is the most improtant for distance English language learning. The person should be determined and ready. As we know that the language cannot be learnt in isolation, extrinsic and social motivation also play a huge role in providing interaction, response and practice. This is very important in synchronous form of DE and one might wonder what asynchronous learner would benefit from it. However. There are discussion forums, e-learning platforms, emails and other tools that can be used to trigger the motivation of those students either by peers or the teacher. The world we live in nowadays entails connection of all aspects and not isolation. The outside world is one click apart. This new era is what enables the accomplishment of DE in any form.

Conclusion

In order to engage in the process of distance learning, the role of the motivation is crucial and primary. We can be sure that without it, the whole activity would not even begin. The learner will not be a learner at all, if he or she does not take up the first challenge and begin with distance learning. That is why we think motivation is important in the complex process of distance learning. Especially when it comes to English language acquisition in distance learning. Explaining the role of motivation is very important in this matter.

According to Amiryousefi & Geld (2019), the way English language teachers communicate in distance learning is very important as it can increase learners' motivation and learners' achievement in the same time. Motivation is everything. It comes from different parts, but the most important one is that it comes from inside. It is the moving force. If it does not exists, we cannot even speak about distance learning as a learning option. The importance of motivation is immense. From it begins the whole process of learning and with motivation it can be completed and give results.

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Drawing Tablet Monitor: Facilitator for Art and Design in a Malaysian University during Online Learning since Covid-19 Pandemic

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Abstract

Since the Covid-19 pandemic, universities have implemented online distance learning (ODL) to minimize social contact. For Art and Design lecturers, one of the challenges during ODL is giving drawing and sketching demonstrations to students. In face-to-face classes before the pandemic, demonstrations were done in the students' presence using mediums such as pen and paper. However, during ODL, lecturers have to hold live demonstrations on camera or record and upload them into online platforms or share the videos in social applications. This encourages lecturers to use digital drawing software such as Adobe Photoshop or Sketchbook Pro to replace physical mediums. However, the software that requires computer mouse does not produce intended results since the mouse is not designed for digital hand drawings. A drawing tablet that comes with a Stylus pen is a considerable alternative which is designed to facilitate digital drawing work conveniently. Despite various types, models, and specifications, monitor-type drawing tablet seems more suitable for Art and Design lecturers especially when it is commonly used among graphics and industrial artists. It is designed to draw just like using pen and paper digitally because the user can draw directly on the screen. The tablet screen only receives signals from the Stylus pen that is included, so accidental hand touches on the screen do not affect the drawings. Monitor-type drawing tablet eases the demonstration process by only having to make in-screen recordings using software such as OBS Studio. A survey was conducted among Art and Design lecturers in Universiti Teknologi MARA (UiTM) Kedah to assess the practicality of the device. Most of them agreed the drawing tablet monitor is helpful in giving demonstrations during ODL. Although having to spend more for this equipment, it is a worthwhile investment to ensure the effectiveness of ODL process in Art and Design courses.

1. Introduction

Drawing tablet monitor is a computer device that allows you to sketch with a pen on a computer. This is particularly useful for artists since it allows you to draw pictures on your computer in the same way that you would with pen or pencil and paper. The imitation of physical drawing tools is done by using STYLUS which feels like a pen or pencil, and the tablet monitor as a drawing surface. It has a display to see live sketching in which it has some buttons on the side and a large area. Two types of drawing tablets available are screened and conventional drawing tablets. Unlike conventional drawing tablets, screened drawing tablets are more professional and tend to be more expensive as sketching can be done directly on the screen.

2. Literature Review

2.1. Drawing Tablet Monitor Users before Covid-19 Pandemic

Drawing tablets or pen tablets come in two varieties: those with screens and those without. Drawing tablet monitors or Pen Display Monitors or Creative Pen Displays are tablets that connect to a computer and feature built-in external monitors. They provide a natural sensation and aid in elevating human imaginative concepts and drawings. In addition to appearing gorgeous, utilizing preferred 2D or 3D software to sketch or paint directly on the screen makes it more user-friendly and responsive for digital artists. Without screens, graphic tablets or pen tablets are more prevalent and less expensive. In essence, they are sizable pressure-sensitive trackpads that is used with a specific stylus. The level of control offered by a pen tablet over a mouse or trackpad is one of its main advantages. Working with organic, flowing lines is much simpler using a graphics tablet. Users may perform all tasks as they would if they were using a pen and paper, including drawing neat circles, accurately tracing the contour

of a desired model, and more. They would have noticed the difference if they had ever attempted to sign their name with a touchpad or mouse rather than a pen. With a graphics tablet or pen display, the possibilities for unleashing users' creativity are virtually endless. Here are a few work samples that designers or digital artists generally produce with this device:

- Sketching and Drawing - A Pen Graphics tablet allows users to simply sketch or create digitally exactly like they would with a pen and paper. There are tablets that are appropriate for everyone, whether they are hobby artists or professionals working in studios.
- Comics and Illustrations - Comic book artists and illustrators are well known for adopting tablets to help them with their work and processes because they are compatible with a variety of illustration and design software programmes including Adobe Photoshop and Illustrator.
- Animations - Everyone enjoys watching animated movies, and many people develop romantic relationships with the cartoon characters. But only an animator will be able to tell how much work and effort went into creating the character. On most days, animating can be a very time-consuming and monotonous job. A tablet will aid designers in streamlining and speeding up every step of the process, from concept design to narrative planning to character creation. The top animation software programmes, such as Autodesk Maya, Houdini, Blender, ToonBoom, Adobe Character Animator, and more, are compatible with all tablets.
- Photo Editing - With the passing of time, photography is no longer just about taking good pictures. Other elements like photo editing, manipulation, colour correction, retouching, and compositing also enter the picture. Using a tablet can help in this situation.
- Graphic Design - For graphic designers, it might be exhausting to manage everything using a mouse because they frequently must design anything from logos to marketing materials like brochures, posters and many others. Drawing tablets is the best solution for them to speed up the work.
- Fashion Design - When technology and fashion combine, the result should be spectacular. Fashion designers can focus on various nuances and add dimension to their designs on tablets, which may not be achievable with a mouse.

- Product Design - The designing phase is a crucial component of launching any new product on the market. There is a lot of care and effort put into the design of everything, even the smallest wall clocks and the largest automobiles. A tablet will become a favourite tool during the entire creative process of product creation, from the initial 2D concept to the finished 3D model.
- Education - The use of screen monitor tablets in educational institutions is more towards making it easier for instructors and students. Usually, the version without a screen is preferred because of the cheaper price and easier to carry. For the version that can work directly on the screen surface, there are institutions that buy it for learning purposes in the computer lab and relatively less are bought for private use due to the relatively high price and impracticality to carry anywhere.

2.2. Drawing Tablet Monitor as Faciltator in Art and Design Online Learning

Since Covid-19 hit the world and the implementation of the movement control order in Malaysia around April 2020, the demand for gadgets for online learning has increased. According to Shoppe Regional Managing Director Ian Ho, *"Besides the push factor such as great deals during major shopping festivals, we also noted that the demand for PC and gadget for e-learning grew dramatically this round of Movement Control Order (MCO),"* [3]. This includes the use of monitor tablets as a medium for learning purposes, especially for the art and design area and it encourages students and lecturers to buy monitor tablets as a must have equipment. Previously, the price of a well-known screen monitor tablets brands such as WACOM could reach between USD1000 to USD3000 per unit, but after the high demand after the Covid-19 pandemic, there are monitor tablets from less popular brands with almost same specification such as HUION and XP-Pen that can be owned for less than USD200. Therefore, the use of monitor screens nowadays is a necessity especially since the implementation of online learning and for those involved in the field of Art and Design.

In Art and Design classes, drawing and sketching are done in front of students where students observe real demonstrations by their instructors. However, since the major change of educational setting from physical classrooms to online learning due to the Covid-19 pandemic, some challenges emerged not

only from the lack of readiness to adapt in online learning, but also from inadequate infrastructure. Adequate infrastructure has always been a major problem behind any functional implementation. *For implementing digital learning, infrastructure at institutions and learners' end should be adequate* [2]. Hence, this paper aims to introduce Drawing Tablet Monitor to university lecturers as a practical tool to facilitate their online teaching and learning, starting from Art and Design courses. Art and Design courses are initially selected as they are the highest potential users due to the nature of the course syllabus.

Figure 1. Sample of Drawing Tablet Monitor

3. Methodology

A written open-ended survey has been conducted among lecturers of Art and Design in Universiti Teknologi MARA (UiTM) Kedah. The respondents were given the opportunity to use a few drawing tablet monitors of different brands, such as WACOM, HUION and XP-Pen. After they obtained the hands-on experience of the devices, they were invited to complete an open-ended survey with the purpose of getting their feedback on the use of drawing tablet monitors in their Art and Design classes.

The survey items were given to the lecturers who volunteered to try out the drawing tablet monitors. Basically, they were asked to provide feedback with relevant explanation of *why or why not* to the following questions:

- Is setting up the drawing tablet monitor easy and quick?
- Do you utilize drawing tablet monitor fully during your online classes?
- Does drawing tablet monitor helps teaching delivery during online classes?
- Would you buy one for yourself?
- Would you use drawing tablet monitors in your future online classes?

- Do you think drawing tablet monitor is a must-have in your workplace?

Once the respondents have used the drawing tablet monitors multiple times in a week, they were requested to return their feedback for analysis.

4. Findings and Conclusions

4.1. First-time User

Some respondents admitted to experiencing some difficulties when setting up and using the drawing tablet monitor as it was their first time using the device. Their common difficulties mostly involve operating software and its compatibility with their personal computers. Despite the difficulties, with the assistance from the researchers who are familiar with the drawing tablet monitor, most of them positively believed that it was just a small issue that will resolve itself once they get used to the device.

4.2. Time Consuming

The difficulty when setting up the drawing tablet monitors and their lack of familiarity to the device functions results in major time consumption, as claimed by the respondents who were also first-time users. They had to set up the device much earlier than their scheduled online classes to prevent any possible technical issues from occur before and during Art and Design online lessons. Some of them even admitted requiring some trainings to explore thoroughly and in details what drawing tablet monitors can offer, and fully utilize the device to benefit their students in ODL.

4.3. Price Issue

Cost to afford and maintain the drawing tablet monitor is a bit expensive although there are many choices of brand and specifications. The price range for screened drawing tablets that goes as low as USD160 [1] is considered pricey for the respondents. Although conventional drawing tablet is more affordable, most respondents still prefer the more expensive screened drawing tablet. Their preference is due to the various functions available in a screened drawing tablet that facilitate their teaching process in Art and Design courses by making live sketching and drawing demonstrations easier and effectively delivered.

4.4. Necessity in ODL

All respondents unanimously agreed that the drawing tablet monitor is helpful in giving demonstrations online. They also proposed that

higher learning institutions, especially local universities to invest in drawing tablet monitor for Art and Design courses, specifically in the computer labs as a must-have device.

As the world enters post-pandemic, local universities in Malaysia implement a hybrid learning environment, making ODL possibly remain in practice along with face-to-face classes. Drawing tablet monitors have a huge potential to be an effective facilitator in Art and Design online learning. Considering that the drawing tablet monitor is commonly used among graphics and industrial artists, it makes sense that universities that offer Art and Design programme should accommodate their lecturers with relevant and up-to-date facilities including equipment and devices, at the same time provide early hands-on exposure for their graduating students before entering the ever-changing industry.

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Students' Acceptance of using MOOC in learning Mandarin during Covid-19 Pandemic

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Abstract

The outbreak of Covid-19 pandemic has caused universities worldwide to find alternatives to face-to-face instruction. As a result, technology for online teaching and learning by educators and learners has been used on an unprecedented scale. Massive Open Online Courses (MOOC) are free online courses that make teaching and learning flexible for learners who enroll. In response to the pandemic, MOOC for TMC151- Foundation Mandarin (Level II) has been used as the primary Online Distance Learning (ODL) platform. TMC 151 is a course developed by lecturers from Universiti Teknologi MARA (UiTM), Sarawak branch for non-native Mandarin learners. Thus, it is important to examine students' acceptance of using MOOC in their Mandarin learning to further enhance the existing MOOC. Therefore, this quantitative research was carried out to explore the non-native Mandarin learners' acceptance of learning Mandarin using MOOC during Covid-19 pandemic. All 36 learners enrolled MOOC TMC151 were taken as the respondents for this study. An online questionnaire which consists of 15 items adopted from the Technology Acceptance Model (TAM) was distributed to the respondents. The data collected from the online questionnaire was then analyzed through Statistical Package for Social Science (SPSS). The results show that the overall acceptance level of teaching and learning using MOOC TMC151 is high (Mean=3.56, SD= .447). This study provides insight for Mandarin language educators on the potential of digital learning and the enhancement of content and teaching strategies in MOOC TMC151 to improve the learners' performance in Mandarin learning. The purpose of the abstract is to give a complete, albeit small, picture of the whole article and its contents. About 250-300 words should be enough. A short motivation, the used methods, and the most important results are typically included.

1. Introduction

The outbreak of Covid-19 pandemic has caused universities worldwide to find alternatives to face-to-face instruction. As a result, technology for online teaching and learning by educators and learners has been used on an unprecedented scale. A plethora of online teaching and learning (T&L) materials have been created through Google Classroom, Padlet, OpenLearning and Coursera. Massive Open Online Courses (MOOC) offer free online T&L courses that have been widely utilised during the outbreak of Covid-19 pandemic. Universiti Teknologi MARA (UiTM) has developed its MOOC platform at https://ufuture.uitm.edu.my/ since 2012. All T&L materials in MOOC UiTM are developed by educators and made accessible for learners for free. MOOC UiTM has been widely used during the implementation of Online Distance Learning (ODL), especially during the period of Covid-19 pandemic. TMC151- Foundation Mandarin (Level II) is one of the learning courses created in MOOC UiTM platform. In response to the pandemic, MOOC for TMC151- Foundation Mandarin (Level II) has been used as the primary ODL platform. Thus, it is important to examine students' acceptance of using MOOC in their Mandarin learning to further enhance the existing MOOC. Therefore, this quantitative research was carried out to explore the non-native Mandarin learners' acceptance of learning Mandarin using MOOC during Covid-19 pandemic.

2. Theoretical Framework: Technology Acceptance Model (TAM)

Technology Acceptance Model (TAM) was developed by [4]. Since then it has been widely studied and used extensively in many research to examine and predict the use and acceptance behaviour of individual users on different information system constructs. According to TAM individual's usage of technology is predominantly influenced by perceived usefulness (PU) and perceived ease of use (PEU). PU is referred to as

"the degree to which a person believes that using a particular system would enhance his or her job performance" while PEU explains "the degree to which a person believes that using a particular system would be free from effort" [4]. According to [4], the users' pace and efficiency to adopt new technology depend largely on their perception of the system's user-friendliness and its usefulness. As such the more the technology is easier to be used, the better the users would perceive that it is useful and would be most likely to develop positive attitudes and intentions of using it and continue to use it.

However, these two factors (PU and PEU) are greatly influenced by external variables such as social factors (i.e. language, skills and facilitating conditions), cultural factors, and political factors (i.e. the impact of using technology in politics and political crisis).
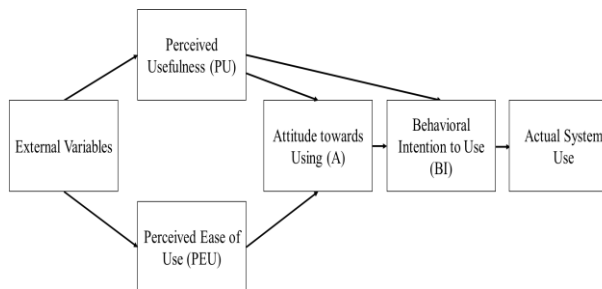
Figure 1. Technology Acceptance Model (TAM) developed by [4]

TAM has been used as the fundamental measurement to assess the acceptance of technology. It has been modified from time to time to suit a better use and measurement. For instance, Venkatesh and [4] have developed TAM2 which further describes the existing TAM by adding personal and situational factors which are the factors to affect users' perceptions of the use of technology. One of the factors is the users' perceptions of computer self-efficacy [8],[3],[15].

Other examples of modifications made to TAM like [1] modified TAM by adding the variable of the construct of compatibility in TAM. [10] added 'playfulness', as a new variable to their study on the acceptance of World Wide Web. Meanwhile, trust and perceived risk have been inserted in TAM by [11] to predict the acceptance of e-commerse to study users' online shopping behaviour. Thus, there will be more variables added to the existing TAM depending on the purpose and findings of the study.

3. Methodology

All 36 MOOC TMC151 non-native Mandarin learners from Universiti Teknologi MARA, Sarawak branch were taken into this quantitative study. They were requested to respond to the 15-items e-questionnaire adapted from TAM instruments developed by [4]. The 5-point Likert scale questionnaire gathered the respondents' demographics information and measure their level of using MOOC TMC151 in learning Mandarin. Statistical Package for Social Science (SPSS) was used to analysed the data collected and results were tabulated. The following explains the content design that the respondents have experienced for the course.

4. Results and Findings

This section explains the content design of MOOC TMC151- Foundation Mandarin (Level II).

4.1. Content Design of MOOC TMC151 – Foundation Mandarin (Level II)

TMC151- Foundation Mandarin (Level II) is an elective course offered at Universiti Teknologi MARA (UiTM) for diploma students. UiTM Lecturers from Sarawak Branch were teamed up to develop the content and materials for learners' digital learning via MOOC for TMC151. MOOC TMC151 were developed based on the Model ADDIE instructional design framework [14]. MOOC TMC151 covers six topics, refer to Figure 2. These six topics were derived from the course textbook, Daily Conversation Mandarin Language II for Non-native Speakers from [7].

Figure 2. Topics covered in MOOC TMC151

Table 1 shows the storyboard of content design on MOOC TMC151. The content design of MOOC TMC151 consists of seven main components, they

are namely three *Dialogue* texts, *Mandarin Vocabulary with Picture, Culture Knowledge, Let's See How They Play Their Role, Useful Links,* and *Class Activity*.

The layout of the content design for Topic One is shown in Figure 2. The majority of the learning activities in MOOC TMC151 are presented through learning videos. Three *Dialogue* texts with vocabulary and grammatical key points were highlighted via learning videos (Figure 3). *Mandarin Vocabulary with Picture* in each topic is also being presented in the learning videos with accurate *Hanyu Pinyin* (pronunciation) (Figure 4). Videos related to *Culture Knowledge* available on YouTube are shared on the platform (Figure 5) and *Useful Links* to further enhance the usage of Mandarin in the topic are attached (Figure 6). In *Let's See How They Play Their Role*, role play videos produced by the TMC151 lecturers and learners of UiTM Sarawak, Mukah campus are shown to demonstrate the use of expressions learned in various contexts (Figure 7).

[9] and [6] suggested that short videos are strongly recommended to attract learners' attention.

Therefore, the duration of each video in MOOC TMC151 is in the range of 3-12 minutes. The extra practices on the topic from various applications like Quizizz and Kahoot! were attached in the *Class Activity*. It provides alternative for learners to practice the skills and the use of vocabulary in a fun way. MOOC TMC151 is using a dynamic design where students are able to revisit same activities repetitively which is an added advantage for route learning to enhance memorization and revision. All content of MOOC TMC151 is now available at https://ufuture.uitm.edu.my/mooc/course_detail.php?course=TMC151.

Table 1. Storyboard of content design on MOOC TMC151

Dì-yī kè Shàngkè 第一课　上课 *Chapter 1　Attending lecture*	Dialogue 1 / 会话（一）	• Teaching video • Vocabulary List 1
	Dialogue 2 / 会话（二）	• Teaching video • Vocabulary List 2
	Dialogue 3 / 会话（三）	• Teaching video • Vocabulary List 3
	Mandarin Vocabulary With Picture 1/ 看图学词语 （一）	
	Culture Knowledge/ 文化知识	
	Let's See How They Play Their Role / 角色扮演	
	Useful Links/ 实用链接	
	Class Activity/ 课室活动	

Figure 3. Content design of Topic One

Figure 4. Content design of dialogue 1

Figure 5. Content design of Mandarin Vocabulary with Picture
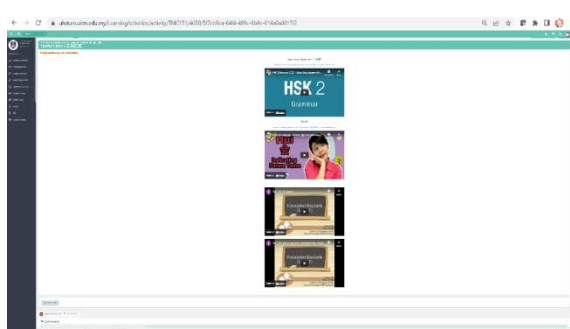
Figure 6. Content design of Useful Links

Figure 7. Content design of Culture Knowledge

Figure 8. Content design of Let's See How They Play Their Role

4.2. Students' Acceptance of Using MOOC TMC151

This section explains the demographic background and acceptance of using MOOC TMC151 to learn Mandarin among non-native Mandarin learners. Data on learners' acceptance of using MOOC in learning Mandarin is going to be presented in the Mean (M) and Standard Deviation (SD).

Demographics background of respondents

Table 2 reveals the demographic background of 36 respondents in this study. All respondents were from the Faculty Business and Management and the Faculty of Hotel and Tourism Management. 30.6% of respondents were pursuing a Diploma in Business Studies (BA111), 25% and 33.3% of respondents were pursuing a Diploma in Banking (BA119) and Diploma in Office Management and Technology (BA118). Meanwhile, 11.1% of respondents were students of Diploma in Office Tourism Management (HM111). 83.3% of respondents were female, while only 16.7% of respondents were male. The majority of respondents were between the age of 18-19 years old (66.7%). 30.6% were between the age of 20-21 years old and only one respondent was in the age of 22 years old and above. This group of respondents were those who enrolled in Foundation Mandarin (Level II) during the implementation of Online

Distance Learning (ODL). The majority of the respondents were diploma students of Malay ethnicity (66.7%), 19.4% were Iban ethnicity, Melanau and Others ethnicity recorded 5.6% respectively and only 2.8% of respondents were students of Bidayuh.

Table 2. Respondents' demographic background

Demographic Background		Number of Respondents	Percentage
Gender	Male	6	16.7
	Female	30	83.3
Age	18-19 years old	24	66.7
	20-21 years old	11	30.6
	22 years old and above	1	2.8
Ethnic	Malay	24	66.7
	Iban	7	19.4
	Bidayuh	1	2.8
	Melanau	2	5.6
	Others	2	5.6
Program	BA111	11	30.6
	BA119	9	25.0
	BA118	12	33.3
	HM111	4	11.1

Acceptance of using MOOC in learning Mandarin

Level of acceptance is divided into three levels, they are high (3.40-5.00), moderate (2.34-3.39) and low (1.00-2.33). Table 3 shows the findings of perceived ease of use (EASE) of MOOC TMC151. There were relevant four-item in EASE construct. The highest mean score was 3.72 (SD= .659) for "It would be easy for me to find information at MOOC TMC151". It followed by "I found MOOC TMC151 easy to use" with mean score of 3.63 (SD= .639) and "My interaction with MOOC TMC151 was clear and understandable" with the mean of score 3.58 (SD= .731). The lowest mean score for EASE of MOOC TMC151 was 3.55 with SD= .652 which reported that using MOOC TC151 would be easy for Mandarin learners while learning Mandarin. The

average mean score of EASE is 3.62 (SD= 0.593) which indicates that non-native Mandarin learners believe that MOOC TMC151 is easy to use in learning Mandarin.

Table 3. Perceived Ease of Use (EASE) of MOOC TMC151

Perceived Ease of Use (EASE)		Mean	Standard Deviation	Acceptance level
EASE 1	I found MOOC TMC151 easy to use.	3.63	.639	High
EASE 2	Learning to use MOOC TMC151would be easy for me.	3.55	.652	High
EASE 3	My interaction with MOOC TMC151 was clear and understandable.	3.58	.731	High
EASE 4	It would be easy for me to find information at MOOC TMC151.	3.72	.659	High
Average Mean Score		3.62	.593	High

Table 4 demonstrates the findings of perceived of usefulness (USE) of using MOOC TMC151 during ODL in the period of Covid-19. Four relevant items were evaluated. "I found MOOC TMC151 useful (USE4)" has the highest mean score which recorded 3.75 (SD= .649) while "using MOOC TMC151 during ODL would increase my productivity in my coursework (USE3)" had the lowest mean score (Mean= 3.63, SD= .639). 3.72 (SD= .659) and 3.66 (SD= .632) agreed that using MOOC TMC151 during ODL would enhance learners' effectiveness in learning Mandarin (USE1) and thus improve learners' course performance (USE2). The average

mean score for perceived of usefulness (USE) of using MOOC TMC151 to learn Mandarin was 3.69 (SD= .609) which further indicates that MOOC TMC151 was useful for Mandarin learners to learn Mandarin during ODL in the period of Covid-19.

Table 4. Perceived of Usefulness (USE) of MOOC TMC151

Perceived of Usefulness (USE)		Mean	Standard Deviation	Acceptance level
USE 1	Using MOOC TMC151 during ODL would enhance my effectiveness in learning Mandarin.	3.72	.659	High
USE 2	Using MOOC TMC151 during ODL would improve my course performance.	3.66	.632	High
USE 3	Using MOOC TMC151 during ODL would increase my productivity in my course work.	3.63	.639	High
USE 4	I found MOOC TMC151 useful.	3.75	.649	High
	Average Mean Score	3.69	.609	High

Table 5 shows the findings of learners' attitudes while using MOOC TMC151 during ODL.

There were also four relevant items in this construct. ATT1 and ATT4 are reverse questions which have been transformed into difference variance before analysis. The majority of learners agreed using MOOC TMC151 is a good idea (Mean= 3.55, SD= .470) and they like the idea of using MOOC TMC151 during ODL in the period of Covid-19 (Mean= 3.30, SD= 1.116). The mean score of 3.50 (SD= .609) and 3.41 (SD= .691) is reported for "I believe it is (would be) a good idea to use MOOC TMC151 during ODL for my course work (ATT3)" and "I have a generally favourable attitude towards using MOOC TMC151 during ODL" respectively. The average mean score of learners' attitudes towards using MOOC TMC151 was 3.44 (SD= .470) which indicates that learners show a positive attitude towards the use of MOOC TMC151 during ODL.

Table 5. Attitude (ATT) of using MOOC TMC151

Attitude (ATT)		Mean	Standard Deviation	Acceptance level
ATT1*	I dislike the idea of using MOOC TMC151 during ODL.	3.30	1.116	High
ATT2	I have a generally favourable attitude towards using MOOC TMC151 during ODL.	3.41	.691	High
ATT3	I believe it is (would be) a good idea to use MOOC TMC151 during ODL for my course work.	3.50	.609	High
ATT4*	Using MOOC TMC151 during ODL is a foolish idea.	3.55	1.132	High
Average Mean Score		3.44	.470	High

Table 6 shows learners' intention to use MOOC TMC151 during ODL in the period of Covid-19 with three relevant items. INT1 and INT3 share the same mean score of 3.50 (SD= .654) which indicates that non-native Mandarin learners intend to use and

visit MOOC TMC151 frequently during ODL. 3.44 (SD= .606) is reported for "I will return to MOOC TMC151 often" which shows that learners are most likely to agree with the use of MOOC TMC151 during ODL. The average mean score of learners' intention to use MOOC TMC151 is 3.48 (SD= .603). The average mean score indicates that learners agreed with the usefulness of MOOC TMC151 and intend to use it for their Mandarin coursework during ODL.

Table 6. Intention to use (INT) MOOC TMC151

Intention to use (INT)		Mean	Standard Deviation	Acceptance level
INT1	I intend to use MOOC TMC151 during the ODL.	3.50	.654	High
INT2	I will return to MOOC TMC151 often.	3.44	.606	High
INT3	I intend to visit MOOC TMC151 frequently for my Mandarin coursework.	3.50	.654	High
Average Mean Score		3.48	.603	High

Table 7 shows the overall acceptance of using MOOC to learn Mandarin is based on four constructs: perceived ease of use (EASE), perceived of usefulness (USE), attitude (ATT) and intention to use (INT) MOOC TMC151. The overall mean score was high (M= 3.56, SD= .447) which indicates that non-native Mandarin learners are highly accepted the use of MOOC TMC151 to learn Mandarin during ODL in the period of Covid-19.

Table 7. Overall acceptance of using MOOC in learning Mandarin

Construct	Mean	Standard Deviation	Level of acceptance
EASE	3.62	.593	High
USE	3.69	.609	High
ATT	3.44	.470	High
INT	3.48	.603	High
Overall	3.56	.447	High

Conclusion

The findings of this study indicates that the use of MOOC TMC151 among non-native Mandarin learners are at a high acceptance level. USE is the construct with highest mean score, 3.69 (SD= .609). EASE is the second highest mean score, 3.62 (SD= .593) and it is followed by INT construct with mean score 3.48 (SD= .603). ATT is the construct with lowest mean score, 3.44 (SD= .470). Although ATT is the lowest mean score, its mean score is in the range of high-level acceptance. Findings of this study indicates that MOOC TMC151 is a useful learning tools for non-native learners to learn Mandarin when they are far from campus during Covid-19 pandemic. Smooth accessibility of MOOC TMC151 influenced the learners' attitude and intention to use MOOC TMC151 in learning Mandarin during the implementation of ODL. This is consistent with the findings from [13] and [12] which also shows that learners have high acceptance on online learning approach during Covid-19 pandemic. Using MOOC has more benefits compared to the conventional teaching and learning approach. [13] and [14] recommended that MOOC TMC151 can be introduced to Mandarin learners as a preparation before attending Mandarin lectures in order to eliminate language learning anxiety in classroom. MOOC TMC151 is also recommended for those who are planning to learn Mandarin or prepare for Chinese Proficiency Test (*Hanyu Shuiping Kaoshi, HSK*).

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Evaluation of Classroom Teachers' Problems and Coping Strategies with Students with Specific Learning Disability

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Abstract

The purpose of this research; The aim of this study is to determine the problems experienced by classroom teachers with their students with specific learning disability and to examine the strategies for coping with these problems. The participants of the study consisted of classroom teachers who taught students with specific learning disability and are working in primary schools in Kaş district. A total of 16 teachers, 9 people from school A and 7 people from school B, participated in the study voluntarily. In the research, "Semi-Structured Interview Technique", one of the qualitative data collection techniques, was used. The research data were analyzed with using the Descriptive Analysis approach, one of the analysis approaches used in qualitative research methods.The teachers participating in the research stated about teaching the student with a specific learning disability that it is generally difficult for the teacher and the child. However, on the other hand, teachers also stated that working with students with specific learning disability in general provides professional satisfaction, provides experience and makes them happy. According to the findings obtained; All of the teachers who participated in the research stated that they encountered difficulties in the classroom and in teaching process. In particular, most of the teachers stated that because they cannot attend to students with specific learning disability one-on-one and the children had difficulty in understanding the subjects covered in the lesson, they exhibited negative behaviors in the classroom. Teachers stated that one-to-one dealing with the problems they encountered and arranging the classroom climate were the most beneficial, and then peerteaching was effective.Some teachers also stated that constantly highlighting the positive aspects of the child, encouraging the family and the child, and including the family in the academic success of their children yield more positive results.

Keywords: *learning disability, classroom teachers, coping strategies.*

1. Introduction

Learning; They are long-term permanent changes that can be observed in various living things in different extents and that occur in the behavior of the individual as a result of experiences [1]. In other words, it is the function of building on previously acquired knowledge as spontaneous and directed (2,3). The change in behavior that an individual makes on her own and that occurs as a result of experiences is called spontaneous learning. Directed learning, on the other hand, is defined as the development or differentiation of an individual's behavior with a person or tool that is provided with a learning environment (2). An educator who knows how learning takes place, tries to convey the teaching models, principles, methods, and techniques that were developed based on learning theories to the student. However, a group of students cannot directly acquire the knowledge conveyed by the teacher. According to Kavale and Spaulding (2008), these are children with "specific learning disability", one of the most discussed and researched subjects in recent years. It has been observed that these children do not have any external inadequacy and although these children are intelligent, they have difficulties in learning (4,5). According to DSM-V, the symptoms of learning disabilities are described as follows:

1. Reading incorrectly or slowly and with difficulty, often having difficulty guessing or pronouncing words.
2. Difficulty in understanding the text that are read.
3. Difficulty with spelling (for example: adding, removing, or changing letters).
4. Difficulties in written expression (eg: grammatical or punctuation errors in sentences, lack of written expression ideas, poor paragraph organization, or extremely poor handwriting).
5. Difficulties perceiving numbers, developing number facts or calculations.
6. Difficulties with mathematical reasoning (6,7).

It is seen that many variables are taken into consideration in the definition of learning disability. Considering the common points of these definitions created over the years, it can be seen that students with learning disabilities have normal or higher intelligence, show inconsistency between learning capacity and academic success, and that learning disabilities are a heterogeneous group (reading, writing, arithmetic, etc.), is a disorder due to neurological causes, they should be excluded from others (mental, visual or hearing impairments, emotional disorders) (8,9,10). Specific learning disability may sometimes have so few symptoms that the individuals cannot be diagnosed throughtout their life (11).

Children with specific learning disabilities who are as intelligent as or more intelligently than their peers may have difficulty in reading, writing, spelling, reasoning, and organizing information if they are taught in traditional ways. In addition, they cannot follow the same path as their peers in applying and following self-effective learning strategies. Children with learning disabilities can only be successful in their academic skills with the right support and intervention in order to overcome the difficulties they encounter in the learning process, and by overcoming difficulties in their later lives, they can generally have distinguished careers (12,13,14,15).

In DSM-V, which is the classification system developed by the American Psychiatric Association (16), it is emphasized that learning disability is a problem that concerns the field of special education. Learning disorders are divided into 4 groups. These are reading disorder (dyslexia), written expression disorder (dysgraphia), math disorder (dyscalculia), other learning disorders which cannot otherwise specified. It has been determined that just one of these learning disorders can be seen in students with special learning disabilities, as well as cases where both of them coexist (17).

The root cause of these difficulties in children is their inability to combine details and see the whole. They are so busy with details that they cannot see the whole picture. It is quite difficult for these children to try to find the main idea of the pieces they are reading.

1.1. Purpose of the Research

The aim of this research is to determine the problems that classroom teachers experience with their students with special learning disability and to examine their strategies for coping with these problems.

1.2. The Importance of Research

These children, who are difficult to identify in the pre-school period, manifest themselves with the difficulties they encounter in reading and writing in the first period of the first grade of primary school. As the subject's progress in school, students with learning difficulties in other fields emerge. Many subjects such as the diagnosis of children with special learning disability, their education, the arrangement of the classroom environment, their compatibility with other students, and family education concern school teachers. Giving classroom teachers the opportunity to express their problems and coping strategies with their students with special learning disability emphasizes the importance of this study.

2. Method

In this section, information about the model of the research, the teachers who are participating in the research, the data collection tool, the collection method, and analysis of the data are given.

2.1. Research Model

In this study, in order to determine the problems experienced by classroom teachers with their students with special learning disability and to examine their strategies for coping with these problems; semi-structured interview technique, one of the qualitative data collection techniques, was used. The use of qualitative data collection techniques such as observation, interview and document analysis, and the realistic and holistic presentation of perceptions and events in the natural environment is called "qualitative research". The most commonly used data collection techniques in qualitative research are "observation, interview and document analysis". The main features of qualitative research are sensitivity to the natural environment, participant role of the researcher, holistic approach, revealing perceptions, flexibility in research design and inductive analysis (18).

2.2. Participants

The research consisted of classroom teachers who taught students with special learning disability and are working in primary schools in Kaş district. A total of 16 teachers, 9 people from school A and 7 people from school B, participated in the study voluntarily.

Table 1. Demographic Information Of Teachers Participating In The Research

Teachers	1.	2.	3.	4	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.
Sex	F	F	M	F	F	F	M	F	F	F	M	M	M	F	F	F
Age	48	49	57	45	35	40	30	30	32	43	41	52	43	39	31	35
Education Level	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
Year in the profession	25	26	30	23	12	2	9					27	22	16	10	14
Number of Student	4	1	6	3	4	3	2			2	2		4		5	3
Did you recieve in-service Training?	Y	N	N	N		Y	N	Y	N	N	Y	N	Y	N	N	N

When Table 1 is examined; 11 of the 16 teachers participating in the research were female and 5 were male, the ages of the teachers were between 30 and 57, the education level of all of them was undergraduate degree, their professional seniority years varied between 2 and 30, they worked with at least 1 and at most 6 students throughout their professional life, It is seen that 5 teachers received in-service training on "special learning disability", 10 teachers did not receive in-service training, and some teachers did not answer some questions.

2.3. Data Collection Tool

In order to determine the problems experienced by classroom teachers with their students with special learning disability and to examine the strategies to cope with these problems; Semi-structured interview questions obtained by the researcher through literature research and the demographic information about teachers were used as data collection tools.

After the semi-structured interview form was prepared, 4 faculty members working in the special education department were asked to examine the questions. After receiving feedback from field experts, the questions were rearranged, and the same 2 experts were asked for their opinions. After receiving expert opinions, necessary arrangements were made and in the final form of the interview form; There are 6 demographic information and 6 semi-structured questions. Attention was given to ensure that the questions were clear, understandable, and simple, as well as that teachers could answer without getting bored and share their valuable experiences with us.

2.4. Data Collection Process

The researcher interviewed with the class teachers who taught students with special learning disability and are working in primary schools in Antalya/Kaş district. On 05.01.2022, they went to School A and met the school principal. Necessary explanations were made to the school principal and permission was asked to meet with the teachers. Then on the 07.01.2022, the researcher went to school A with data collection tools, a voice recorder, and a diary to take notes and interviewed with the teachers. Likewise, after interviewing school B, teachers who wanted to participate in the research voluntarily were interviewed. In cases where there is a problem with the audio recordings taken during the interviews with the participants; The questions were given to the individuals, and they were asked to answer in writing.

2.5. Analysis of Data

The data obtained in the study were analyzed using descriptive analysis method. The information obtained from the semi-structured interview form was grouped according to the same and similar findings. While analyzing the data, the researcher made a label for the code such as "teacher 1" without changing the expressions of the participants.

3. Findings

In this section, the findings obtained from the answers given by the classroom teachers to the interview questions are given. The findings were presented considering the order of the questions prepared in line with the main purpose of the research in the interview form.

1. What do you think about teaching students with special learning disability in general?

While the teachers participating in the research stated that it was a difficult situation for the teacher and the child in general, one teacher stated that students with special learning disability had needs like other students.

Teacher 1:

"A difficult situation. It requires patience. Your communication with family and child needs to be very good."

Teacher 2:

"It is a difficult process for both the teacher and the child.

Teacher 3:

"I think they are individuals and have as much need to learn as normal students."

Positive aspects: In general, teachers stated that working with students with special learning disability brings professional satisfaction, provides experience, and makes them happy. Also, 4 teachers did not answer this question.

Teacher 4:

"Attending to them closely and one-on-one. Taking them one step further and helping them to gain positive behavior make us happy."

Teacher 5:

"Recognizing that they have special aspects, noticing that they are progressing provides emotional satisfaction."

One teacher thought that being in the same environment with their peers was a positive aspect.

Teacher 6:

"Being with their peers."

Negatives: Teachers generally emphasized that not being able to make enough time for students with special learning disability is the biggest negative aspect.

Teacher 7:

"Since they are very slow to learn, it is necessary to give them extra time. While attending to them during the class, disciplinary problems arise in other students."

Teacher 8:

"The neglect of students with special learning disability due to the lesson plan objectives that need to be achieved while teaching in the classroom."

Some teachers stated that the lack of parent support is also a negative aspect.

Teacher 9:

"Time consuming and requiring special attention, disruptions in cooperation with parents."

Teacher 10:

"Extra time cannot be given to that child in classes. Parent support is often absent or insufficient. The student can create situations that disrupt the classroom environment."

2. When you compare with your other students:

Similarities: Most of the teachers who participated in the research stated that they are like their peers in terms of playing games, social, emotional, and physical skills, and that they are innocent and affectionate like every child.

Teacher 10:

"Playing habits, being able to make friends, belonging to school and class."

Teacher 8:

"Participation in social and artistic activities, sportive skills."

Differences: teachers stated that they are different from their peers in terms of academic and having negative behaviors in general.

Teacher 1:

"They expect a lot of one-on-one attention. They expect constant support and approval. They don't like to obey the rules. Others are too introverted and do not want to communicate. They become more forgetful. Need to allocate more time to them."

Teacher 11:

"They just have difficulty in overcoming obstacles in certain subjects."

Teacher 12:

"There are differences in their behavior in many ways. They have problems in adapting."

3. Did you encounter any difficulties in the 3rd grade/teaching? Like what?

All the teachers who participated in the research stated that they encountered difficulties in the classroom or in teaching process. Most of the teachers stated that their students with special learning disability exhibited negative behaviors in the classroom because they had difficulty in understanding the subjects covered in the lesson and they could not attend to their students with special learning disability one-to-one.

Teacher 13:

"Yes, it happened. Due to their desire for more attention, it is more difficult for them to adapt to the class and

classroom rules, and to obey the rules. This situation also caused difficulties in teaching process."

Teacher 7:

"It always happened. They can't learn because I can't attend to them one-on-one in the classroom. When I spend one-on-one time with them, other students have discipline problems."

Teacher 8:

"There were times when children with special learning disability exhibited behaviors that would disrupt the classroom environment when they did not understand the curriculum topics and did not show interest."

Teacher 14:

"Excessive physical activity during the lesson, lateness in perception, in-class discipline problems."

Some teachers expressed the problems that children encounter difficulties due to their academic skills.

Teacher 15:

"There are difficulties in reading comprehension. There are difficulties in teaching mathematics in general. Especially in problems with four-operations."

Teacher 1:

"It happened. He cannot follow the lesson. He was daydreaming. He couldn't even write by looking at the board. He was omitting letters, syllables, and words. He had no problem-solving skills. I was teaching him, he seemed to be learned but then, he was having a break and forgot everything."

4. What did you do to deal with them? (Such as adapting the curriculum, arranging the curriculum and classroom climate, peer teaching).

The teachers participating in the research applied many methods such as peer teaching, attending to one-on-one, adding new materials to the teaching, directing them to the Guidance and Research Center, adapting the curriculum and collaborating with the family to cope with the problems they experienced.

Teacher 10:

"Peer teaching, individual support, giving parents to specific information and showing more attention to those issues, finding someone who can provide additional support."

Teacher 9:

"I organized the classroom environment with my own means. I bought educational games, books, etc."

Teacher 4:

"Peer teaching, adapting the curriculum, organizing the classroom climate, directing to the Guidance and Research Center."

Teacher 14:

"Assigning in the classroom, study with the child individually, placing the child closer to the teacher. Providing a meeting with the guidance teacher."

Teacher 2:

"I implemented the curriculum with simplifying."

Teacher 12:

"I had to teach subjects outside the curriculum. Either I gave that student an activity and I took care of the class, or I assigned the class homework and took care of that student."

5. Which ones do you think are effective?

Teachers stated that among the methods they used, attending to one-to-one and the arrangement of the classroom climate were more beneficial, and after that peer teaching was effective.

Teacher 4:

"I think that peer teaching and the regulation of the classroom climate are more effective. Because the student becomes more willing and productive with the thought that I can do this too."

Teacher 2:

"I think these methods are effective. The teacher is inadequate when confronted with a student diagnosed with a special learning disability."

Teacher 15:

"I think individual tutoring is more effective."

Teacher 8:

"Especially, it was effective to embody the lesson with activities and peer teaching, and to teach game-oriented lessons."

Some teachers stated that the support they received from the Guidance and Research Center was also effective.

Teacher 16:

"The Guidance and Research Center has been very good in terms of supporting the education. Others relaxed the classroom atmosphere and made the student come to class more willingly."

Two teachers stated that they could not benefit much from the peer teaching method.

Teacher 1:

"Communication with the family is very effective. Bringing the positive aspects of the child to the forefront constantly encourages the family and the child. Peer teaching can also be effective, but peers simply don't want to get involved and they easily give up. The one-to-one attention of the teacher in his spare time is also effective."

Teacher 12:

"It was very difficult for him to receive peer tutoring, so he needed special attention. I had to direct him to the special education class anyway."

Teacher 13:

"Depending on the student's situation, all of them can be effective accordingly and ineffective at some times."

6. If what would have been, process become more efficient?

Most of the teachers stated that they could have a more beneficial education and training process with their students if there was a special education teacher for students with special learning disability and appropriate materials for the lesson.

Teacher 12:

"It will be more efficient if there are special education teachers and necessary equipment for these students."

Teacher 10:

"It should be ensured that children with special learning disability are educated (at least in core lessons) with special curriculum, in special classes, by teachers who are trained in this subject, dealing with special students."

Teacher 3:

"The abundance of materials suitable for special education positively affects the productivity process."

Some teachers stated that in order that this process to be more productive, students should have someone that they can get support from outside of class hours, their family should contribute to the academic success of the child, and the class size should be small.

Teacher 6:

"It can be productive if there is support outside of class hours. There must be parent support."

Teacher 16:

"It would be more efficient if the class sizes were less and if there were teachers who could get support outside the classroom."

Some teachers who participated in the research thought that a more productive process would be happened if the diagnosis of special learning disabilities were made earlier, and special education plans were prepared for children.

Teacher 9:

"Recognizing a learning disability earlier would have allowed us firstly to conduct a more efficient process."

Teacher 8:

"There should be programs/plans specially prepared for children with even the mildest learning disability. We should realize that our children can learn at the appropriate time and with the appropriate methods."

Conclusion

According to the findings obtained from the answers given by the classroom teachers participating in the study to the interview questions prepared in line with the main purpose of the research; They stated that it is generally a difficult process to teach students with special learning disability.

In her study, Awada (2014) emphasized the importance of teachers' understanding that the education of students with learning disability is a very challenging process. Although it may seem like a difficult process to classroom teachers that how they should approach students with special learning disability, as they start to learn about the education of students with special learning disability, they will see that this process becomes enjoyable for the teacher, the family, and most of all, the student (14). Most importantly, it will enable the student with special learning disability to go through this process like their peers without experiencing the feeling of failure and not realizing that they are different from other students. According to the research findings, the teachers who participated in the research also stated that the positive aspects of working with students with special learning disability are professional satisfaction, experience, and making them happy.

When the teachers participating in the research compare their students with special learning disability with their other students; They stated that their play, social, emotional, and physical skills are similar to their peers, and they are innocent and affectionate like every child. They stated that their different aspects from their peers are only in terms of academic and negative behaviors. Reid et al., (2013) stated that the fact that educators have information about the characteristics of students with special learning disability and cognitive, social, and emotional development areas enables students to be more successful academically (19). Fırat and Koçak (2018) similarly mentioned that teachers' having limited knowledge about what learning disabilities are would

prevent these children from being identified and directed correctly. This leads up to many problems, especially academic difficulties (8). Armağan Yıldız (2004) explained in her study that students with special learning disabilities have many academic and social problems and that these problems lead to difficulties such as low self-esteem, frustration, depression, anxiety, withdrawal, and obstacles in social development. In addition, she stated that students with special learning disability are not accepted by their peers, teachers, and other adults socially, being neglected and not being accepted. It was observed that the teachers participating in the study knew their students with special learning disability closely and did not distinguish them emotionally from other students (20).

All of the teachers participating in the research stated that they encountered difficulties in the classroom and in teaching process. Teachers stated that because they could not attend to their students with special learning disability one-on-one, the children had difficulty in understanding the subjects covered in the lesson and therefore they exhibited negative behaviors in the classroom. Some teachers also expressed their problems that children encounter with difficulties because of their academic skills. It is seen that the difficulties faced by teachers stem from the academic skills of students with special learning disabilities. This once again reveals the importance of early identification of students with special learning disability and starting early education. Many studies on students with special learning disabilities have expressed the importance of early diagnosis and education (21,22,23,10,24). Sahrma (2017) stated that the identification of these children causes confusion and disagreement by the family, school and public, that is, everyone. He said that this means that children with special learning disability become increasingly insecure about their ability to perform, and sometimes this insecurity leads to an increased sense of hopelessness or despair (10). Yıldırım Doğru and Girli (2020) emphasized that in order to prevent all these, children should be identified and recognized as early as possible, and they should receive education in accordance with their learning characteristics. Thus, they explained that children with learning difsability will adapt to social life earlier and their self-esteem will increase (15).

The teachers who participated in the research stated that they used many methods such as peer teaching, attending to one-to-one, adding new materials to teaching, directing them to the Guidance and Research Center, adapting the curriculum and collaborating with the family to cope with the problems they experienced. Ali and Rafi (2016) also stated that by involving parents, they can help children with special learning disability achieve all kinds of

success (12). Bisland (2004) also stated in his study that he had received positive results as a result of changing the curriculum and implementing it to his gifted student with learning disability (25).

Teachers stated that among the methods they applied, it was more beneficial to attending to one-on-one and to organize the classroom climate, and after that the support they received from the Guidance and Research Center was effective. Chung, et al., (2020) emphasized in their study that it is very important to provide guidance and support especially for children diagnosed with dysgraphia. In their research (26), Koçak and Fırat (2018) determined that nearly half of the teachers firstly referred students who they thought had a special learning disability to a Guidance Research Center or a hospital. The researchers suggested that the implementation of effective intervention programs by determining the difficulty areas of these students by classroom teachers would be more effective in terms of overcoming the existing difficulties of the students (8). The teachers who participated in the research stated that it is a more productive process when they identify the areas where students with special learning disability have difficulties and apply the methods for the students one-to-one. They also stated in the part of the negative aspects of teaching children with special learning disabilities in the research that the main problem for them is that they do not have time to attending to their students one-on-one. This time should be arranged for teachers who have students with special learning disability in their classroom. The participation of branch teachers in classes such as painting, music and physical education can create time for classroom teachers or, when the teacher spends one-on-one time with the student outside of the class hours, giving an additional fee for an additional lesson hour can motivate the teacher. In other words, it is thought that making new regulations for teachers who have students with special learning disability in their classroom and making these regulations official may help teachers to cope with the problems they experience, even a little bit. It is seen that studies in the literature reduce the difficulties experienced by students with special learning disabilities (27, 9,28, 29, 30, 31,32). Yasin et al., (2014) also observed that the method (LSM) they applied in their study not only reduced the difficulties of students with special learning disabilities, but also increased students' interest in the lesson, helped them to master the taught skills, and increased their positive behaviors (30).

Finally, the teachers who participated in the study expressed their suggestions so that they can have a more productive education process with their students with special learning disability. Teachers have the opinion that if special education plans are prepared, there is a special

education teacher in the school, there are appropriate materials for the lesson, the family is also involved, the class size is small, and the diagnosis of special learning disability is made earlier, the difficulties of students with learning disabilities will be reduced. Vaughn & Thompson, (2003) also stated in their study that determining the method preferred by each student and matching the teaching with this method preference makes it easier for students with special learning disabilities to learn the areas they have difficulty with. At the same time, they argued that special education is not a curriculum, and that the student should continue formal education and receive special education only in special cases (33). Reid et al., (2013) discussed why strategy instruction is an important skill for students with special learning disability (19). As a result, it is possible to reach a lot of information about the education of these children and methods in the literature. However, it has been observed that classroom teachers have problems to access to this information for various reasons, and even if they do, there are some obstacles in practice. Therefore, it has been concluded that the classroom teachers should be given financial and moral support in all aspects regarding coping strategies in teaching students with special learning disability in their classrooms.

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Türkçe Eğitiminde Ölçme ve Değerlendirme ile İlgili Yapılmış Lisanüstü Tezlerin Eğilimleri

Tendency of Postgraduate Theses on Assessment and Evaluation in Turkish Education

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Özet

Ölçme, öğrencilerin gözlenen özelliklerinin sayılara karşı getirilmesi ve bu sayılar yardımıyla gözlenemeyen davranışları hakkında kestirmelerde bulunma durumudur. Değerlendirme ise ölçme sonuçlarını (puanlarını) bir ölçüt (ölçüt veya referans çerçevesi) ile karşılaştırarak bir değer yargısına ulaşma sürecidir. Yapılandırmacı yaklaşımın temel alındığı 2006 Türkçe Dersi Öğretim Programı ile ürün odaklı yaklaşımdan, süreç odaklı yaklaşıma geçilmiş, sonrasında hazırlanan programlarda da ölçme ve değerlendirme konusu fazla önemsenmeye başlanmıştır. Yapılan formal eğitimde, kazandırılmak istenen amaç ve hedeflere ne düzeyde ulaşıldığını göstermesi açısından ölçme ve değerlendirme oldukça önemli bir alandır.

Araştırmada, Türkçe eğitiminde ölçme ve değerlendirme ile ilgili yapılmış lisansüstü tezlerin eğilimlerini incelemek amaçlanmıştır. Bu amaç doğrultusunda araştırmada nitel araştırma yöntemlerinden olan doküman inceleme tekniği kullanılmıştır. Araştırmanın örneklemini, Ulusal Tez Merkezi arşivinde yapılan tarama sonucunda erişilen Türkçe eğitiminde ölçme ve değerlendirmeye yönelik hazırlanmış yirmi yedi (27) tez oluşturmaktadır. Bu tezlerin yirmi üçü (23) yüksek lisans, dördü (4) ise doktora düzeyinde tezlerden oluşmaktadır. Araştırmanın bulgularından hareketle, yapılmış olan çalışmaların 2018 yılından itibaren arttığı görülmüştür. Türkçe eğitiminde ilgili olarak en fazla ders kitaplarının ölçme değerlendirme yönü ve öğretmen görüşleri konularına yönelik çalışmalar tercih edilmiştir. Ayrıca ölçme değerlendirmeyle ilgili, nitel çalışmaların daha fazla tercih edildiği şeklindeki sonuçlara ulaşılmıştır.

Anahtar Kelimeler: *Türkçe eğitimi, ölçme ve değerlendirme, lisansüstü.*

Abstract

Measurement is the situation of bringing the observed features of the students against the numbers and making predictions about the unobservable behaviors with the help of these numbers. Evaluation is the process of reaching a value judgment by comparing the measurement results (scores) with a criterion (criterion or reference frame). With the 2006 Turkish Language Curriculum based on the constructivist approach, the product-oriented approach was shifted to a process-oriented approach, and the subject of measurement and evaluation began to be given more importance in the programs prepared afterwards. In formal education, measurement and evaluation is a very important field in terms of showing the level of achievement of the goals and objectives to be gained.

In the research, it is aimed to examine the tendencies of the postgraduate theses about measurement and evaluation in Turkish education. For this purpose, the document analysis technique, which is one of the qualitative research methods, was used in the research. The sample of the research consists of twenty-seven (27) theses prepared for measurement and evaluation in Turkish education as a result of scanning in the archive of the National Thesis Center. Twenty-three (23) of these theses are master's and four (4) are doctoral theses. Based on the findings of the research, it has been observed that the studies have increased since 2018. In Turkish education, studies on textbooks and teacher opinions were preferred the most. In addition, it was concluded that qualitative studies on the subject were preferred more.

Keywords: *Turkish education, measurement and evaluation, postgraduate.*

1. Giriş

Ölçme ve değerlendirme, eğitim-öğretim sisteminin en temel ve önemli unsurlarının başında gelmektedir. Büyüköztürk (2016) tarafından ölçme, birey ya da nesnelerin niteliklerinin uygun araçlar kullanılarak gözlenip gözlem sonuçlarının sembollerle ifade edilmesi şeklinde tanımlanmıştır. Değerlendirme ise Uşun (2012) tarafından, iki kavramın karşılaştırılması esasına dayanan bir yargılama, karşılaştırma, değer biçme ve yorumlama işlemi olarak tanımlanmıştır. 2019 Türkçe Dersi Öğretim Programı'nda (TDÖP) ölçme ve değerlendirme ile ilgili şu açıklamalar yer almaktadır: "Hiçbir insan bir başkasının birebir aynısı değildir. Bu sebeple öğretim programlarının ve buna bağlı olarak ölçme ve değerlendirme sürecinin herkese uygun, her için geçerli ve standart olması insanın doğasına terstir. Bu sebeple ölçme ve değerlendirme sürecinde azami çeşitlilik ve esneklik anlayışıyla hareket edilmesi şarttır" (MEB, 2019: 5).

Eğitim süreci içerisinde belirlenen amaçlar doğrultusunda öğrenciye çeşitli bilgiler, beceriler, tutumlar, yetenekler, davranışlar kazandırılmaya çalışılır. Bilgi beceri, tutum ve yetenekler girdileri oluştururken kazanılan davranışlar, çıktıları oluşturmaktadır (Maden ve Durukan, 2011). İfade edilen girdi ve çıktıların kontrolü ise öğretmenler tarafından yapılmaktadır. Bununla beraber, eğitim-öğretim bir planlama, uygulama ve değerlendirme sürecidir. Bu süreç içerisinde;

- Amaçların ne düzeyde gerçekleştirildiğini,
- Gerçekleştirilemeyen amaçların neler olduğunu ve nelerin eksik kaldığını,
- Hangi konuların ne düzeyde öğrenildiğini,
- Yanlış öğrenmeleri,
- Öğrencilerin amaçlanan özellikleri kazanmalarına hizmet edecek öğretim durumlarını ancak ölçme değerlendirmeyle belirleyebiliriz (Zorbaz, 2005; 1).

Ölçme ve değerlendirmede, süreç ve sonuç odaklı çalışmaların yapılması eğitim-öğretim faaliyetlerinin kalitesini arttırmaktadır. Bu noktada öğretmenlerin uygulanacak çeşitli ölçme değerlendirmeleri yorumlayabilmek için ölçme ve değerlendirme alanında gerekli altyapıya sahip olması ve bu alanlarda kendilerini geliştirmeleri beklenmektedir (Aydın, 2019). Dolayısıyla ölçme ve değerlendirme, eğitim-öğretimin vazgeçilmez ve tamamlayıcı bir parçası olarak öne çıkmaktadır. Ayrıca öğretmenlere, eğitim-öğretim sürecini düzenli takip etme imkânı vererek her aşamada ortaya çıkan soruları ortaya koyma ve bu sorunlara yönelik çeşitli düzenlemeler yapma olanağı sunar.

Yapılan alan yazın taramasından hareketle Türkçe eğitiminde ölçme ve değerlendirmeyle ilgili ilgili bazı çalışmaların yapıldığı fark edilmiştir. Örneğin Gürlek'in (2021) dört temel dil becerisinde ölçme ve değerlendirmeye yönelik öğretmenlerin görüşlerini alması, Dinçel'in (2016) anlama becerilerinde ölçme ve değerlendirmeye yönelik öğretmen görüşlerini değerlendirmesi, Göçer'in (2019) Türkçe eğitiminde ölçme ve değerlendirmenin işlevselliği açısından geri bildirim kullanımı çalışması, Yaşar'ın (2014) güvenilir ve geçerli bir ölçme ve değerlendirme tutum ölçeği geliştirmesi, Melanlıoğlu ve Tayşi'nin (2013) Türkçe öğretim programındaki dinleme kazanımlarını ölçme değerlendirme yöntemleri bakımından incelemesi, Akata'nın (2009) Türkçe öğretim programıyla ilgili ölçme ve değerlendirme sürecinin işlevselliği üzerine çalışması konuyla ilgili önemli bilgiler içermektedir. Buna karşın doğrudan Türkçe eğitiminde ölçme ve değerlendirme ile ilgili yapılmış lisansüstü tezlerin değerlendirilmesine yönelik bir çalışma yapılmadığı görülmüştür. Eğitim sisteminin en önemli ayaklarından biri olan ölçme değerlendirme, diğer branşlarda olduğu gibi Türkçe eğitiminde de kritik bir öneme sahiptir. Bu nedenle hazırlanan bu çalışmanın Türkçe eğitiminde ölçme ve değerlendirmeyle ilgili yapılacak olan diğer çalışmalara katkı sağlayacağı düşünülmektedir.

Araştırmanın Amacı

Araştırmada, Türkçe eğitiminde ölçme ve değerlendirmeyle ilgili yapılmış lisansüstü tezlerin eğilimlerini incelemek amaçlanmıştır.

2. Yöntem

Bu araştırmada, Türkçe eğitiminde ölçme ve değerlendirmeyle ilgili yapılmış lisansüstü tezlerin eğilimlerini incelemek amacıyla nitel araştırma yöntemlerinden olan doküman analizi kullanılmıştır. Neuman'e göre "Nitel araştırmalarda determinist yaklaşım ön planda tutulmaz ve olaylar arasında neden-sonuç ilişkisi kurulmaz. Sayısal verilere ve istatistiklere daha az yer verilirken sözlü ve nitel analizlere daha çok vurgu yapılır. Nitel araştırmalar olayların ve bağlamların dilini kullanır, olayları bağlam içerisinde inceler. Sorunları, içerisinde oluşup geliştiği değerler sisteminden yalıtarak analiz etmez, durumlara egemen olan ilişkiler ağını kendi doğal ortamında yorumlamaya veya bunların anlamlarını ortaya çıkarmaya çalışır" (akt. Karataş, 2015: 64). "Doküman incelemesi, araştırılması hedeflenen, olay veya olgular hakkında, bilgi içeren yazılı materyallerin analizini kapsar. Dokümanlar, nitel araştırmalarda, etkili bir şekilde kullanılması gereken önemli bilgi kaynaklarıdır" (Şimsek, 2009: 43-44).

2.1. Araştırmanın Veri Kaynağı

Araştırmanın veri kaynağı Yükseköğretim Kurulu (YÖK) Ulusal Tez Merkezi'dir. Araştırmada Türkçe eğitiminde ölçme ve değerlendirme ile ilgili tezlerin eğilimleri inceleceği için konu ile alakalı; *ölçme ve değerlendirme, KPSS, YGS, OKS, SBS, PISA, TYT, AYT, sınav* anahtar kelimeleri taratılarak tarama yapılmıştır. Bu işlem sonucunda 24 yüksek lisans ve 4 doktora tezi olmak üzere toplam 28 lisansüstü teze erişilmiştir. Tarama sonucunda belirlenen tezlerin yıllara göre dağılımı tablo 1'de ifade edilmiştir:

Tablo 1. Türkçe öğretiminde ölçme ve değerlendirme ile ilgili lisansüstü tezlerin dağılımı

Yıl	Yüksek Lisans	Doktora	Toplam
2003	1		1
2005	2		2
2006	1	1	2
2007	1		1
2009	1		1
2010	2		1
2011	1		1
2012	1	1	2
2014	1	1	2
2016	1	1	2
2018	3		3
2019	3		3
2020	2		2
2021	4		4
Toplam	**24**	**4**	**28**

Tablodan hareketle, konuyla ilgili 28 tez hazırlandığı görülmektedir. Bununla beraber bu lisansüstü tezlerin 2003 ile 2021 yılları arasında dağılım gösterdiği görülmektedir.

2.2. Veri Toplanması ve Verilerin Analizi

Araştırmada veriler, YÖK Ulusal Tez Merkezinde yer alan Türkçe eğitiminde ölçme ve değerlendirme ile ilgili arşivlenmiş tez çalışmalarının erişime açık olanları üzerinde yapılan doküman analizi ile toplanmıştır. Erişilen çalışmalar yıl, konu, üniversite, yöntem, örneklem başlıkları bakımından betimsel analize tabi tutulmuştur. Betimsel analiz "Belirli bir konuda yapılan çalışmaların ele alınıp eğilimlerinin ve araştırma sonuçlarının tanımlayıcı bir boyutta değerlendirilmesini içeren sistematik çalışmalardır" (Çalık ve Sözbilir, 2014: 34). Betimsel analiz kodlama, sınıflama ve tanımlama işlemleri ile gerçekleştirilir (Glesne, 2012). Veri kaynağında yer alan lisansüstü tezler üzerinde yıl, konu, üniversite, yöntem, örneklem açısından incelemeler yapılmış ve sonuçlar yorumlanmıştır.

Araştırmanın güvenirliğini tespit etmek amacıyla iki araştırmacı tarafından oluşturulan kategoriler karşılaştırılarak araştırmanın güvenirliği saptanmaya çalışılmıştır. Araştırmanın güvenirliği Miles ve Huberman (1994) tarafından önerilen [Güvenirlik= Görüş birliği/(görüş birliği+görüş ayrılığı)x100]formülüne göre hesaplanmıştır. Hesaplama sonucunda araştırmanın güvenirliği %98 olarak bulunmuştur. Hesaplama sonucunun %70'in üzerinde çıkması Miles ve Huberman'ın (1994) da belirttiği üzere, araştırmanın güvenilir olduğunu ortaya koymuştur.

3. Bulgular

3.1. Ölçme ve Değerlendirme ile İlgili Hazırlanmış Tezlerin Konu ve Yıllarına Yönelik Bulgular

Tablo 2. Tezlerin konu ve yıllara göre dağılımı

Konu	2003	2005	2006	2007	2009	2010	2011	2012	2014	2016	2018	2019	2020	2021	f
1. Ders Kitapları	T2		T4 (DR)											T11 T12	4
2. Öğretim Programı			T3			T10	T23 T13					T18		T15	6
3. Öğretmen Görüşleri		T25						T9	T8 (DR)	T6 (DR)				T5	5
4. Okuma Becerisi											T20 T27	T17			3
5. Kaygı							T22								1
6. Dil Bilimsel Inc.		T26						T21 (DR)							2
7. Yazma Becerisi										T7					1
8. Bloom Taksonomisi				T24								T16			2
9. ÖğretmenYeterliliği									T1						1
10. Ölçme Süreci											T28				1
11. Karşılaştırma												T14			1
12. Sınav Soruları												T19			1
Toplam	1	2	2	1	1	2	1	2	2	2	3	3	2	4	**28**

Tablo 2'den hareketle, araştırmanın örnekleminde yer alan 28 tez çalışmasının yirmi dördü (24) yüksek lisans düzeyinde geriye kalan dördünün ise (4) doktora düzeyinde tamamlandığı görülmektedir. Bununla beraber, veri kaynağında en fazla Türkçe Dersi Öğretim Programı (f=6) ile ilgili konular yer almaktadır. Bu konuları sırasıyla ölçme değerlendirmeye dair öğretmen görüşleri (f=5), ders kitaplarının özellikleri (f=4), okuma becerisi (f=3), dil bilimsel incelemeler ve Bloom Taksonomisi (f=2), kaygı, yazma, öğretmen yeterliliği, süreç, karşılaştırma, ders sınavı soruları (f=1) konularının takip ettiği anlaşılmaktadır.

3.2. Ölçme ve Değerlendirme ile İlgili Tezlerin Üniversitelere Göre Dağılımı

Tablo 3. Tezlerin üniversitelere göre dağılımı

Üniversiteler	f	%
1. Bolu Abant İzzet Baysal Üniversitesi	3	10,7
2. Adıyaman Üniversitesi	1	3,6
3. Afyon Kocatepe Üniversitesi	1	3,6
4. Ankara Üniversitesi	1	3,6
5. Atatürk Üniversitesi	2	16,7
6. Erciyes Üniversitesi	1	3,6
7. Fırat Üniversitesi	1	3,6
8. Gazi Üniversitesi	4	14,3
9. Gaziantep Üniversitesi	2	7,1
10. Marmara Üniversitesi	3	10,7
11. Muğla Sıtkı Koçman Üniversitesi	1	3,6
12. Mustafa Kemal Üniversitesi	1	3,6
13. Necmettin Erbakan Üniversitesi	1	3,6
14. Niğde Ömer Halis Demir Üniversitesi	1	3,6
15. Osman Gazi Üniversitesi	1	3,6
16. Pamukkale Üniversitesi	1	3,6
17. Selçuk Üniversitesi	1	3,6

18. Siirt Üniversitesi	2	7,1
Toplam	28	

Tablo 3'ten hareketle, ölçme ve değerlendirmeye yönelik lisansüstü tezlerin 18 farklı üniversitede hazırlandığı görülmektedir. Tabloya bakıldığında en fazla tez Gazi Üniversitesi'nde (*f*=4) hazırlanmıştır. Bu üniversiteyi sırasıyla Abant İzzet Baysal (*f*=3), Marmara (*f*=3), Atatürk (*f*=2), Gaziantep (*f*=2), Siirt (*f*=2) üniversitelerinin takip ettiği görülmektedir. Araştırma kapsamındaki diğer tüm üniversitelerin birer çalışma yapıldığı anlaşılmaktadır.

3.3. Ölçme ve Değerlendirme ile İlgili Tezlerin Yöntem Tercihine Göre Dağılımı

Tablo 4. Tezlerin yöntem tercihine göre dağılımı

	Araştırma yöntemi		
Konu	Nicel	Nitel	Karma
Ders Kitapları		4	
Öğretim Programı	1	6	
Öğretmen Görüşleri		5	
Okuma Becerisi	2	1	
Kaygı	1		
Dil Bilimsel Inc.		2	
Yazma Becerisi		1	
Bloom Taksonomisi		2	
Öğretmen Yeterliliği		1	
Ölçme Süreci		1	
Karşılaştırma		1	
Sınav Soruları		1	
Toplam	4	24	0

Tablo 4'ten hareketle, ölçme ve değerlendirmeye yönelik hazırlanan lisansüstü çalışmalarda en fazla nitel modellerin (*f*=24) kullanıldığı görülürken 4 tezde nicel yöntemin tercih edildiği belirlenmiştir. Araştırma kapsamında ölçme değerlendirme ile ilgili lisansüstü tezlerde karma yöntemin hiç tercih edilmediği ulaşılan bulgular arasındadır.

3.4. Ölçme ve Değerlendirme ile İlgili Tezlerin Örneklem Grubuna Göre Dağılımı

Tablo 5. Tezlerin örneklem grubuna göre dağılımı

Çalışma Grubu/Örneklem	*f*	%
MEB Sınav Soruları	10	34
Türkçe Öğretmenleri	7	24
Öğrenciler	5	17
Okul Yazılı Kâğıtları	4	14
Ders Kitapları	3	10
Toplam	29	100

Tablo 5'ten hareketle ölçme ve değerlendirmeye yönelik hazırlanan tezlerin örneklem grubunda çeşitlilik olduğu görülmektedir. Lisansüstü tezlerde, en fazla MEB sınav sorularına (LGS, OKS, SBS vb.) (*f*=10) yönelik örneklem alındığı en az ise ders kitaplarına (*f*=3) yönelik tezlerin hazırlandığı belirlenmiştir.

Sonuç, Tartışma ve Öneriler

Türkçe eğitiminde ölçme ve değerlendirmeyle ilgili yapılmış lisansüstü tezlerin eğilimlerini incelemeyi amaçlayan bu araştırmanın bulgularından hareketle şu sonuçlara ulaşılmıştır:

Türkçe eğitiminde ölçme ve değerlendirme ile ilgili tez çalışmalarında 2018 ve 2019 yıllarından itibaren (*f*=3) artış olduğu gözlenmiştir. En fazla çalışmanın ise 2021 yılında (*f*=4) yapıldığı görülmüştür. Bu bulgu, Maden ve Önal'ın (2021) bulgularıyla örtüşmektedir. Nitekim Maden ve Önal (2021) yabancı dil olarak Türkçe öğretimi üzerine yazılmış tezlerin eğilimlerini inceledikleri çalışmalarında, 2019 yılında daha çok tez hazırlandığı sonucuna ulaşmışlardır.

Araştırma sonuçlarına göre Türkçe eğitiminde ölçme ve değerlendirmeyle ilgili çalışmaların en fazla Gazi, Marmara ve Bolu Abant İzzet Baysal Üniversitelerinde yapıldığı görülmektedir. Benzer şekilde Boyacı ve Demirkol (2018) araştırmalarında, Türkçe eğitimi alanında doktora tezlerinin Marmara Üniversitesi'nde daha çok yazıldığı sonucuna ulaşmıştır. Bu durumun nedeni olarak ifade edilen üniversitelerin lisansüstü eğitime başlama tarihlerinin birçok üniversiteye göre daha erken olduğu kanaatidir.

Araştırma sonuçlarına göre ölçme ve değerlendirmeyle ilgili çalışmalarda en fazla nitel yöntem (*f*=24) kullanılmıştır. Türkben (2018) yabancı dil olarak Türkçe öğretimi ile ilgili yazılmış

tezleri incelediği araştırmasında da nitel yöntemli çalışmaların ağırlıklı olarak yer aldığını belirtmiştir. Türkben'in (2018) ulaştığı sonuçların hâlihazırdaki çalışma ile benzerlik gösterdiği söylenebilir.

Araştırma sonuçlarına göre Türkçe eğitiminde ölçme ve değerlendirmeyle ilgili çalışmaların çoğunda örneklem grubunu Millî Eğitim Bakanlığının yaptığı sınavlarda sorulan soruların (f=10) oluşturduğu tespit edilmiştir. Buna karşında Şenyurt ve Özkan'ın (2017) eğitimde ölçme ve değerlendirme ile ilgili yapılmış yüksek lisans tezlerini inceledikleri araştırmalarında, örneklem grubu olarak en fazla öğrencilerin tercih edilmiştir.

Sonuç olarak, Türkçe eğitiminde ölçme ve değerlendirmeyi konu alan 24'ü yüksek lisans olmak üzere 28 lisansüstü tezin tamamlandığı tespit edilmiştir. Bu çalışmaların daha çok 2021 yılında hazırlandığı, 2018 yılından itibaren konunun lisansüstü düzeyde daha çok işlendiği ve en çok Gazi, Marmara, Bolu Abant İzzet Baysal Üniversitelerinde lisansüstü tezin tamamlandığı sonucuna ulaşılmıştır. Ayrıca konuyla ilgili tezlerde nitel araştırma modellerinin izlendiği, örneklem olarak sınav sorularının daha çok incelendiğine dair bir eğilimin olduğu ortaya konulmuştur.

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Türkçe Öğretiminde Web 2.0 Araçları Kullanımıyla İlgili Yapılmış Lisansüstü Tezlerin Eğilimleri

Trends of Postgraduate Theses on the Use of Web 2.0 Tools in Turkish Teaching

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Özet

Dört temel dil becerisi olan dinleme, konuşma, okuma ve yazma üzerine yapılandırılan dil öğretimi günümüzde, teknolojinin gelişmesine bağlı olarak dönüşüm içerisine girmiş; geleneksel dil öğretim yöntemleri yanına teknoloji tabanlı dil öğretimini de eklemiştir. Araştırmada Türkçe öğretiminde Web 2.0 araçları kullanımıyla ilgili yapılmış lisansüstü tezlerin eğilimlerini incelemek amaçlanmıştır. Bu amaç doğrultusunda araştırmada nitel araştırma yöntemlerinden olan doküman inceleme tekniği kullanılmıştır. Araştırmanın örneklemini, Ulusal Tez Merkezi arşivinde yapılan tarama sonucunda erişilen, Türkçe öğretiminde Web 2.0 kullanımı ile ilgili yazılmış on (12) tez oluşturmaktadır. Bu tezlerin yedisi (7) yüksek lisans, beşi (5) ise doktora düzeyinde hazırlanmış tezlerdir. Araştırmanın bulgularından hareketle, konuyla ilgili yapılmış olan çalışmaların 2017 ve 2019 yıllarında arttığı, Türkçe öğretimi ile ilgili çalışmaların daha fazla olduğu, hazırlanan çalışmaların en fazla motivasyon/tutum/başarı konularında olduğu, yöntem seçimlerinde ise en fazla karma desenli yöntemin tercih edildiği şeklindeki sonuçlara ulaşılmıştır.

Anahtar Kelimeler: *Türkçe, yabancı dil olarak Türkçe, web 2.0, lisansüstü, teknoloji.*

Abstract

Language teaching, which is structured on the four basic language skills of listening, speaking, reading and writing, has entered into a transformation depending on the development of technology; has added technology-based language teaching to traditional language teaching methods. In the research, it is aimed to examine the tendencies of postgraduate theses prepared for the use of web 2.0 tools in teaching Turkish and teaching Turkish as a foreign language. For this purpose, the document analysis technique, which is one of the qualitative research methods, was used in the research. The sample of the research consists of ten (12) theses written on the use of Web 2.0 in Turkish teaching, as a result of the scanning made in the archive of the National Thesis Center. Seven (7) of these theses are at master's level and five (5) are at doctorate level. Based on the findings of the research, it was concluded that the number of studies on the subject increased in 2017 and 2019, there were more studies on teaching Turkish, the studies prepared were mostly on motivation/attitude/success, and the mixed pattern method was preferred the most in method selection.

Keywords: *Turkish, Turkish as a foreign language, web 2.0, postgraduate, technology.*

1. Giriş

Sosyal bir varlık olan insan duygu, düşünce, isteklerini sesle veya çeşitli sembollerle aktarma ihtiyacı hisseder, bu ihtiyaca binaen ise dili kullanır. Dil "İnsanların düşündüklerini ve duyduklarını bildirmek için kelimelerle veya işaretlerle yaptıkları anlaşma, lisan zeban" (https://sozluk.gov.tr). Ergin (1993) ise dil ile ilgili olarak "İnsanlar arasında anlaşmayı sağlayan tabii bir vasıta" ifadesini kullanmıştır.

Teknolojinin hızla gelişmesi pek çok alanda olduğu gibi eğitim alanında da bazı dönüşümlere neden olmuş geleneksel dil öğretimi beraberinde teknoloji tabanlı dil öğretimini de eklemiştir. Özellik etkileşimli sınıfların artması ile teknoloji sınıfa kadar girmiş, dil öğrenmede interaktif uygulamalarla öğrencilerin süreci daha kolay, anlaşılabilir, etkili geçirmeleri noktasında gelişmeler yaşanmıştır. Ng ve Graham (2017) "Dijital çağda etkili okuma, çevrim içi olarak okunan veya dijital olarak karşılaşılan materyalleri arayabilen, değerlendirebilen ve

yorumlayabilen kritik okuyucular olmayı gerektirmiştir" (akt. Sağlık ve Yıldız, 2021: 419).

Demirdöven, Üngören ve Horzum'a (2019) göre, dil öğretim yöntemlerinin 20. yüzyılın ortalarından sonra sürekli bir değişim hâlinde olması, görsel ve işitsel sistemlerin de değişmesine neden olmuş, teknolojiyle harmanlanan görsel ve işitsel uygulamalar farklılaşmıştır. Bu durum yeni dil öğretim yaklaşımlarını da beraberinde getirmiştir. 21. yüzyıl sınıflarının interaktif sınıflar, teknoloji tabanlı sınıflar olması, öğrencilerin derse olan ilgisini artmıştır.

Yapılan alan yazın taramasından hareketle Türkçe öğretimi ve yabancılara Türkçe öğretimi öğretiminde web 2.0 araçlarının kullanımı ile ilgili bazı çalışmalar yapıldığı fark edilmiştir. Örneğin, Batıbay ve Mete'nin (2019) Türkçe öğretiminde Web 2.0 kullanımının motivasyona etkisini inceledikleri çalışma, Karadağ ve Garip'in (2021) Türkçe öğretiminde öğrenme uygulamaları olarak Web 2.0 araçlarının kullanımına yönelik çalışmaları, Tıraşoğlu'nun (2019) Kahoot'un yabancı dil olarak Türkçe öğretiminde sözcük öğretimine etkisi çalışması, Türker'in (2019) blog kullanımının öğrencilerin okuma becerilerine etkisi, şeklindeki çalışmalar konuyla ilgili önemli bilgiler içermektedir. Buna karşın doğrudan, Türkçe öğretiminde Web 2.0 araçlarıyla ilgili yazılmış tezlerin eğilimlerine yönelik bir çalışma olmadığı fark edilmiştir. Enformasyon çağı olarak adlandırılan günümüzde dil öğretimi ile teknoloji ilişkisi kritik bir öneme sahiptir. Bu nedenle hazırlanan bu çalışmanın Türkçe öğretiminde teknoloji kullanımı, web 2.0 araçları, dijital okuryazarlık vb. konularda yapılacak olan çalışmalara katkı sağlayacağı düşünülmektedir.

Bahsedilen gerekçelerden hareketle araştırmada, Türkçe öğretiminde Web 2.0 araçları kullanımıyla ilgili yapılmış lisansüstü tezlerin eğilimlerini incelemek amaçlanmıştır.

2. Yöntem

Bu araştırmada, Türkçe öğretiminde Web 2.0 araçlarıyla ilgili yapılmış lisansüstü tezlerin eğilimlerini incelemek amacıyla nitel araştırma yöntemlerinden olan doküman incelemesi kullanılmıştır. Neuman'e göre "Nitel araştırmalarda determinist yaklaşım ön planda tutulmaz ve olaylar arasında neden-sonuç ilişkisi kurulmaz. Sayısal verilere ve istatistiklere daha az yer verilirken sözlü ve nitel analizlere daha çok vurgu yapılır. Nitel araştırmalar olayların ve bağlamların dilini kullanır, olayları bağlam içerisinde inceler. Sorunları, içerisinde oluşup geliştiği değerler sisteminden yalıtarak analiz etmez, durumlara egemen olan ilişkiler ağını kendi doğal ortamında

yorumlamaya veya bunların anlamlarını ortaya çıkarmaya çalışır" (akt., Karataş, 2015: 64). "Doküman incelemesi, araştırılması hedeflenen, olay veya olgular hakkında, bilgi içeren yazılı materyallerin analizini kapsar. Dokümanlar, nitel araştırmalarda, etkili bir şekilde kullanılması gereken önemli bilgi kaynaklarıdır" (Şimşek, 2009: 43-44).

2.1. Araştırmanın Veri Kaynağı

Araştırmanın veri kaynağı, Yükseköğretim Kurulu (YÖK) Ulusal Tez Merkezi'nde yer alan ve yayımlanma izni olan Türkçe öğretiminde Web 2.0 kullanımı ile ilgili lisansüstü tezleridir. Araştırma amacına bağlı olarak Web 2.0 ile ilgili tezleri belirlemek için alan uzmanı görüşü alınarak seçilmiş *Web 2., Web 2.0, Türkçe eğitiminde Web 2.0, öğretim teknolojileri, Storybird, Kahoot* anahtari kelimeler ile tarama yapılmıştır. Bu işlem sonucunda erişim izni olan 9 yüksek lisans ve 3 doktora tezi olmak üzere toplam 12 lisansüstü teze erişilmiştir.

2.2. Veri Toplanması ve Verilerin Analizi

Araştırmanın verileri, YÖK Tez Merkezi'nde yer alan Türkçe öğretiminde Web 2.0 araçları kullanımıyla ilgili arşivlenmiş tez çalışmalarının erişime açık olanları üzerinde yapılan doküman incelemesi ile toplanmıştır.

Erişilen çalışmalar yıl, konu, üniversite, yöntem, örneklem başlıkları bakımından betimsel analize tabi tutulmuştur. Betimsel analiz "Belirli bir konuda yapılan çalışmaların ele alınıp eğilimlerinin ve araştırma sonuçlarının tanımlayıcı bir boyutta değerlendirilmesini içeren sistematik çalışmalardır" (Çalık ve Sözbilir, 2014: 34). Betimsel analiz kodlama, sınıflama ve tanımlama işlemleri ile gerçekleştirilir (Glesne, 2012). Veri kaynağında yer alan lisansüstü tezler üzerinde yıl, konu, üniversite, yöntem, örneklem açısından incelemeler yapılmış ve sonuçlar yorumlanmıştır.

Araştırmanın güvenirliğini tespit etmek amacıyla iki araştırmacı tarafından oluşturulan kategoriler karşılaştırılarak araştırmanın güvenirliği saptanmaya çalışılmıştır. Araştırmanın güvenirliği Miles ve Huberman (1994) tarafından önerilen [Güvenirlik= Görüş birliği/(görüş birliği+görüş ayrılığı)x100]formülüne göre hesaplanmıştır. Hesaplama sonucunda araştırmanın güvenirliği %97 olarak bulunmuştur. Hesaplama sonucunun %70'in üzerinde çıkması Miles ve Huberman'ın (1994) da belirttiği üzere, araştırmanın güvenilir olduğunu ortaya koymuştur.

3. Bulgular

3.1. Web 2.0 İle İlgili Hazırlanmış Tezlerin Yıl ve Konularına Yönelik Bulgular

Tablo 1: Tezlerin yıl ve konularına göre dağılımı

Tezlerin yazılma amaçları	Yıllar						Sıklık
	2015	2017	2018	2019	2020	2021	
1.Yazma Becerisi		T7	T3		T11-DR (YTÖ)	T5-DR (YTÖ)	4
2.Konuşma Becerisi	T2 (YTÖ)						1
3.Okuma Becerisi			T12-DR (YTÖ)				1
4.Tutum/Etki			T8	T1		T4	3
5.Söz Varlığı				T6 (YTÖ)	T9		2
6.Teknopedagoji				T10			1
	1	1	3	3	2	2	12

Tablo 1'den hareketle, araştırmanın örnekleminde yer alan on iki (12) tez çalışmasının dokuzu (9) yüksek lisans düzeyinde geriye kalan üçü ise (3) doktora düzeyinde tamamlanmıştır. Bununla beraber, tez çalışmalarının yedisinin (7) Türkçe eğitimi ile ilgili olduğu görülürken beşinin (5) ise Yabancı dil olarak Türkçe eğitimine yönelik olduğu görülmüştür. Örneklemde yer alan tezlerin altı (6) amaç doğrultusunda hazırlandığı belirlenmiştir.

3.1.1. Yazma Becerisine Yönelik Hazırlanmış olan Tezler

Araştırmanın örnekleminde yer alan tezlerden dördü (4) yazma becerisine yönelik yönelik hazırlanmıştır. Bu tezlerin ikisi (2) yüksek lisans, ikisi (2) ise doktora tezidir. Yüksek lisans tezlerinin Türkçe eğitimine yönelik hazırlandığı sonucuna ulaşılırken Doktora tezlerinin ise YTÖ alanında hazırlandığı görülmüştür.

[T7] Özbal (2017) yüksek lisans çalışmasında, 7. sınıf öğrencilerinin Türkçe dersi ile web 2.0 araçlarını ilişkilendirerek öğrencilerin yazma becerisini geliştirmeyi amaçlamıştır. Araştırmasının sonucunda Türkçe dersi ile web 2.0 araçlarının ilişkilendirilmesi gerektiğini, öğretmenlerin zaman takibi, öğrencilerin motivasyonları açısından web 2.0 araçlarının önemli olduğu sonucuna ulaşmıştır.

[T3] Karadağ (2018) yüksek lisans çalışmasında, öğretim teknolojilerinden Storybird uygulamasının 5. sınıf öğrencilerinin yaratıcı yazma becerilerine ve yazmaya yönelik tutumlarına etkini incelemeyi amaçlamıştır. Araştırmasının sonucunda, Storybird uygulamasıyla yapılan dersin öğrencilerin yaratıcı yazma becerilerini geliştirdiği, tutumlarında ise olumlu tutum sergiledikleri sonucuna ulaşmıştır.

[T11] Çangal (2020) doktora tez çalışmasında, ders dışı ortamlarda eğitim amaçlı sosyal medya kullanımı yapan yabancı öğrencilerin yazma becerilerini geliştirmeyi amaçlamıştır. Araştırmasının sonucunda sosyal medya araçlarının, Türkçeyi yabancı ve ikinci dil olarak öğrenenlerin yazma becerilerini ve yazma öz yeterliliklerini olumlu yönde etkilediği sonucuna ulaşmıştır.

[T5] Ören (2021) doktora tez çalışmasında, ikinci dil olarak Türkçe öğrenen yabancı öğrencilerin yazma becerilerini geliştirmede bilgisayar destekli yazma görevlerinin etkilerini ve uygulanabilirliğini incelemeyi amaçlamıştır. Araştırmasının sonucunda bilgisayar destekli göreve yazma öğretimi sürecinden sonra öğrencilerin belli noktalarda gelişim gösterdikleri, bilgisayar üzerinden çeşitli uygulamaları daha aktif kullanmaya başladıkları, süreç sonunda öğrencilerin

eksik bir şekilde e-posta yazmayı başardıkları şeklindeki sonuçlara ulaşmıştır.

3.1.2. Konuşma Becerisine Yönelik Tezler

Araştırmanın örnekleminde yer alan tezlerden birinin (1) konuşma becerisine yönelik hazırlandığı görülmüştür. Hazırlanan tez, yüksek lisans düzeyinde ve yabancı dil olarak Türkçe eğitimi alanında yazılmıştır. Konuşma becerisini tespit etmeye yönelik tez çalışmasında ulaşılan bulgular değerlendirildiğinde;

[T2] Gün (2017) yüksek lisans tez çalışmasında, Web 2.0 sesli ve görüntülü görüşme (Skype) uygulamalarının yabancılara Türkçe öğretiminde öğrencilerin konuşma becerisini geliştirmeye yönelik etkisini tespit etmeyi amaçlamıştır. Araştırmasının sonucunda, web 2.0 sesli ve görüntülü görüşme (Skype) uygulamaları öğrencilerin konuşma becerisi üzerinde olumlu bir etki ve deney grubunun lehine bir gelişim kaydedildiği sonucuna ulaşmıştır.

3.1.3. Okuma Becerisine Yönelik Tezler

Araştırmanın örnekleminde yer alan tezlerden biri (1) konuşma becerisine yönelik hazırlanmıştır. Hazırlanan tezin yüksek lisans düzeyinde olduğu belirlenmiştir. yüksek lisans düzeyinde ve yabancı dil olarak Türkçe eğitimi alanında yazılmıştır. Konuşma becerisini tespit etmeye yönelik tez çalışmasında ulaşılan bulgular değerlendirildiğinde;

[T12] Türker (2018) doktora tez çalışmasında, blog kullanımının öğrencilerin okuma becerisine etkisini incelemeyi amaçlamıştır. Araştırmasının sonucundan hareketle, uygulama sonrasında öğrencilerin okuma becerisi düzeyleri ve bloglara yönelik tutumları pozitif yönlü anlamlı bir değişime uğramıştır. Ek olarak, öğrencilerin bloglara yönelik tutumları ile okuma başarıları arasında orta düzeyde pozitif yönde anlamlı bir ilişki olduğu sonucuna ulaşmıştır.

3.1.4. Tutum/etkiye Yönelik Tezler

Araştırmanın örnekleminde yer alan tezlerden üçü (3) tutum/etkiye yönelik hazırlanmıştır. Hazırlanan tezlerin tamamının yüksek lisans düzeyinde olduğu belirlenmiştir.

[T1] Batıbay (2019) yüksek lisans tez çalışmasında, web 2.0 uygulamalarının Türkçe dersinde motivasyona etkisini ölçmeyi amaçlamıştır. Araştırmasının sonucunda Kahoot uygulaması ile ders işlenen sınıfın motivasyonlarının daha fazla arttığı görülmüş ancak başarı puanlarında bir artış olmadığını gözlemlemiştir.

[T8] Özipek (2019) yüksek lisans tez çalışmasında, Padlet uygulamasının öğrencilerin akademik başarıları ile teknolojiye ve Türkçe dersine karşı tutumlarına etkisini incelemeyi amaçlamıştır. Araştırmasının sonucunca, Padlet uygulaması ile ders işlenen deney grubu

öğrencilerinin derse yönelik akademik başarıları ile kontrol grubu öğrencilerinin derse yönelik akademik başarıları arasında anlamlı bir farklılık bulunamamıştır. Yani deney grubunda Padlet uygulamasının kullanılması istatistiksel olarak öğrencilerin teknolojiye ve Türkçe dersine yönelik tutumlarında herhangi bir değişime neden olmamıştır şeklindeki sonuçlara ulaşmıştır.

[T4] Keskin (2021) yüksek lisans tezinde web 2.0 uygulamalarının öğrencilerin Türkçe dersindeki akademik başarılarına ve Türkçe dersine yönelik tutumlarına etkisini incelemeyi amaçlamıştır. Araştırmasının sonucunda, web 2. 0 uygulamalarıyla öğretimin gerçekleştirildiği deney grubunda akademik başarı ve Türkçe dersine yönelik tutum puanlarında istatistiksel olarak anlamlı bir farklılık olduğu sonucuna ulaşmıştır.

3.1.5. Söz varlığına Yönelik Tezler

Araştırmanın örnekleminde yer alan tezlerden ikisinin (2) söz varlığını geliştirmeye yönelik hazırlandığı belirlenmiştir. Hazırlanan tezlerin her ikisinin de yüksek lisans düzeyinde olduğu görülmektedir. Bununla beraber tezlerden birinde yabancı dil olarak Türkçe eğitimi alanı tercih edilirken diğerinde ise Türkçe eğitimi alanı tercih edilmiştir.

[T6] Tıraşoğlu (2019) yüksek lisans tez çalışmasında Kahoot uygulamasının Türkçe öğrenen yabancıların söz varlıklarına olan etkisini belirlemeyi amaçlamıştır. Araştırmasının sonucunda, Kahoot uygulamasının öğrencilerin söz varlığının gelişimi üzerinde olumlu etkisinin olduğu sonucuna ulaşmıştır.

[T9] Soylu (2020) yüksek lisans tez çalışmasında, deyim öğretiminde kavram karikatürü kullanımının öğrencilerin akademik başarı ve tutumlarına etkisini incelemeyi amaçlamıştır. Araştırmasının sonucunda kavram karikatürleriyle deyim öğretimi yapılan öğrencilerin deyimleri öğrenme başarı testi puanlarının çok yüksek olduğu, kavram karikatürleri kullanılarak yapılan öğretim yönteminin geleneksel öğretim yöntemine göre daha başarılı olduğu sonucuna ulaşmıştır.

3.1.6. Teknopedagojiye Yönelik Hazırlanmış Tezler

Araştırmanın örnekleminde yer alan tezlerden biri (1) teknopedagojiye yönelik hazırlanmıştır. Hazırlanan tez, yüksek lisans düzeyinde ve Türkçe eğitimi alanında yazılmıştır.

Şener (2019) yüksek lisans tez çalışmasında, Türkçe öğretmenlerinin web 2.0 kullanma durumlarını incelemeyi amaçlamıştır. Araştırmasının sonucunda, öğretmenlerin web 2.0 aracı kullanma düzeyleri 'orta düzey' olarak bulmuştur. Bununla beraber öğretmenlerin web 2.0 araçlarını daha çok içerik sunma, eğitim ortamını

görsel-işitsel araçlarla zenginleştirme gibi nedenlerle kullandıkları sonucuna da ulaşmıştır.

3.2. Web 2.0 Araçları ile İlgili Tezlerin Üniversitelere Göre Dağılımı

Tablo 2. Tezlerin üniversitelere göre dağılım

Üniversiteler	*f*	%
Hacettepe Üniversitesi	3	25,0
Çanakkale Onsekiz Mart Üniversitesi	2	16,7
Akdeniz Üniversitesi	2	16,7
Marmara Üniversitesi	3	25,0
Düzce Üniversitesi	2	16,7

Tablo 2'den hareketle, Web 2.0 araçlarına yönelik lisansüstü tezlerin 6 farklı üniversitede hazırlandığı görülmektedir. Tabloya bakıldığında en fazla tezin Hacettepe (*f*=3) ve Marmara (*f*=3) Üniversitelerinde hazırlandığı ve bu üniversiteleri sırasıyla Akdeniz Üniversitesi (*f*=2), Çanakkale Onsekiz Mart Üniversitesi (*f*=2), Düzce Üniversitesi (*f*=2)'nin takip ettiği anlaşılmaktadır.

3.3. Web 2.0 Araçları ile İlgili Tezlerin Yöntem Tercihine Göre Dağılımı

Tablo 3. Tezlerin yöntem tercihine göre dağılımı

Konu	Araştırma yöntemi		
	Nicel	**Nitel**	**Karma**
Yazma Eğitimi		2	2
Konuşma Eğitimi			1
Okuma Eğitimi	1		
Tutum/etki	2		1
Söz varlığı			2
Teknopedagoji	1		
Toplam	4	2	6

Tablo 3'ten hareketle, Web 2.0 araçlarına yönelik en fazla karma modeler (*f*=6) kullanılmışken 4 tezde nicel, 2 tezde ise nitel modellerin kullanıldığı görülmüştür. Bununla beraber daha çok yazma eğitimine yönelik (*f*=4) tezlerin hazırlandığı anlaşılmaktadır.

3.4. Web 2.0 Araçları ile İlgili Tezlerin Örneklem Grubuna Göre Dağılımı

Tablo 4. Tezlerin örneklem grubuna göre dağılımı

Çalışma Grubu/Örneklem	N	%
Öğrenciler	6	50
TÖMER Öğrencileri	5	42
Öğretmenler	1	8
Toplam	12	100

Tablo 4'ten hareketle Web 2.0 araçlarına yönelik hazırlanan tezlerin örneklem grubunda çeşitlilik olduğu fark edilmektedir. Lisansüstü tezlerde, en fazla Türkçe dersi öğrencilerine yönelik (*f*=6) çalışma yapıldığı anlaşılmaktadır. Bununla beraber TÖMER'de öğrenim gören öğrencilere yönelik (*f*=5) çalışma yapıldığı da görülmektedir. Lisansüstü tezlerin sadece bir tanesinin öğretmenlere yönelik hazırlandığı da görülen diğer bulgular arasındadır.

Sonuç, Tartışma ve Öneriler

Türkçe öğretiminde web 2.0 araçlarıyla ilgili yapılmış tezlerin eğilimlerini incelemeyi amaçlayan bu araştırmanın bulgularından hareketle şu sonuçlara ulaşılmıştır:

Araştırmaya dâhil edilen tezlerin dokuzunun (9) yüksek lisans tezi olduğu görülürken üçünün (3) doktora tezi olduğu görülmüştür. Doktora tezlerinin az olma nedeni ile ilgili olarak Sağlık ve Yıldız (2021)'den hareketle, web 2.0 araçlarının dil öğretimi sürecinde kullanımı ile ilgili yüksek lisans tezlerinin doktora tezlerinden fazla olması, yüksek lisans programından mezun olan öğrencilerin doktora mezunlarına göre nispeten daha fazla olmasına dayandırılabilir.

Araştırmaya dâhil edilen tezlerin yedisinin (7) Türkçe eğitimi ile ilgili olduğu; beşinin (5) yabancı dil olarak Türkçe öğretimi alanına yönelik hazırlandığı belirlenmiştir. Enformasyon/bilgi çağı olan günümüzde teknolojinin, hayatımızın her alanına nüfuz ettiği

düşünülürse konuyla alakalı yeterli derecede bir çalışma yapılmadığı fark edilmektedir.

Araştırmaya dâhil edilen tezler en fazla 2017 (3) ve 2019 (3) yıllarında hazırlanmıştır. Bu bulgunun Altunışık ve Aktürk (2021)'ün çalışmalarıyla örtüştüğü görülmektedir. Nitekim Altunışık ve Aktürk çalışmalarında, Web 2.0 araçlarıyla ilgili çalışmaların 2019 yılında arttığı sonucuna ulaşmışlardır. Ek olarak Maden (2021) yabancı dil olarak Türkçe söz varlığını zenginleştirme ile ilgili makaleleri değerlendirdiği araştırmasında, 2018 yılından sonra, çalışmalarda artış olduğunu ifade etmiştir. Ancak Donmuş-Kaya ve Eroğlu (2021) araştırmalarında, teknolojiye yönelik yapılan çalışmaların hâlen yetersiz olduğunu belirtmişlerdir.

Araştırmaya dâhil edilen tezler amaçlarına göre en fazla motivasyon/başarı/ derse yönelik tutumu tespit etme amacıyla hazırlandığı; bununla beraber yazma eğitimi alanında da dört (4) çalışmanın bulunduğu belirlenmiştir.

Araştırma sonuçlarına göre, Web 2.0 araçlarına yönelik en fazla karma modellerin (f=6) kullanıldığı görülürken 4 tezde nicel modellerin, 2 tezde ise nitel modellerin kullanıldığı görülmüştür. Bununla beraber daha çok yazma eğitimine yönelik (f=4) tezlerin hazırlandığı anlaşılmaktadır. Web 2.0 aralarının uygulamaya yönelik çalışmalar olduğu düşünüldüğünde, karma desenli çalışmaların fazla olması olağan bir durum olarak öne çıkmaktadır.

Sonuç olarak, Türkçe öğretiminde Web 2.0 araçları kullanımını konu alan 9'u yüksek lisans, 12'si doktora tezi olmak üzere toplam 12 lisansüstü tezin tamamlandığı tespit edilmiştir. Bu çalışmaların daha çok 2019 yılında hazırlandığı; en fazla Marmara ve Gazi üniversitelerinde lisansüstü tezin tamamlandığı sonucuna ulaşılmıştır. Buna ek olarak tercihen daha fazla karma modellerin, örneklem olarak öğrencilerin tercih edildiği belirlenmiştir.

Öneriler

Türkçe öğretiminde web 2.0 araçlarının kullanımı ile ilgili daha fazla ve farklı alanlarda çalışmalar hazırlanabilir. Web 2.0 araçlarının kullanımına yönelik hizmet içi çalışmalar yapılabilir.

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Legal Studies

Basic Cantonal Impeachment Phases in Switzerland

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Abstract

Switzerland relies on a federal constitution (the Constitution of the state) and is then a legal state. Switzerland is a direct democracy because citizens can coexist strongly in public affairs. Switzerland's direct democracy is an example to the world. It is also federal because it consists with cantons, which have a wide range of independence. Today Switzerland has 26 cantons, six of which are semi-cantons. They come in a variety of sizes and do not create a single linguistic or religious unit: Zürich, Bern, Lucerna, Uri, Schwyz, Obwalden and Nidwalden (Halbkantone), Glarus, Zug, Freiburg, Solothurn, Basel-Stadt and Basel-Landschaft. (semiconductor), Schaffhausen, Appenzell Ausserrhoden and Appenzell Innerrhoden (semiconductor), St. Gallen, Graubünden, Aargau, Thurgau, Tessin, Waadt, Wallis, Neuenburg, Genf and Jura. Democracy in Switzerland relies on the Swiss Federal Constitution and recognizes the separation of powers. By this is, it means that state power is distributed over different state bodies. At the national level this seems to be as follows: Legislative, Cantonal Representation, Executive. Knowing that cantons play an important role in shaping the legal system in Switzerland, in this paper we will analyze thë basic cantonal impeachment phases.

Keywords: *Federal constitution, direct democracy, shaping the legal system of Switzerland, legal independence of the cantons, basic cantonal impeachment phases.*

1. Basic Stages of the Cantonal Trial in Switzerland

1.1. Processes to be Completed before Initiating the Procedure

In some cases, the plaintiff, before initiating civil proceeding conducted by a single judge **(Friedensrichter),** must request the relevant court to summon the procedural parties to a conciliation hearing. **(Sühnverhandlung)** (Article § 93-101 3X)[29]. In the most important disputes, where the procedural parties often meet before the commencement of the proceedings, no success has been seen in the reconciliation of the parties and it all consisted of only one formality. The single judge is authorized to handle disputes worth less than 500 Swiss francs.

If before this judge, the parties do not agree, a document is issued (given) to the plaintiff **(Weiseung).** The plaintiff with this document, within 3 months, is obliged to appear before the relevant court. If the plaintiff fails to appear before the relevant court, then the plaintiff must re-initiate civil proceedings. In some cases, it is not necessary to hold a hearing and a court-civil procedure for the conciliation of the procedural parties. **(Based on §104 of 3X Zivilprocessordnung)[30].** However, the plaintiff, in the proceedings before the single judge (Friedensrichter) [31], is not obliged to convene (initiate) a conciliation hearing nor to notify the respondent party before initiating the proceedings.

The respondent is informed by the court about the initiation of the procedure. Notices are made through a court summons **(Gerichtsurkunde)** [32]

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[29] Neni 93- 101, Kodi Zviceran i Procedurës Civile (Kodi i Procedurës Civile, ZPO) e 19 dhjetorit 2008 (që nga 1 janari 2020); Schweizerische Zivilprozessordnung (Zivilprozessordnung, ZPO) vom 19. Dezember 2008 (Stand am 1. Januar 2020) .

[30] Neni 104 - Kapitulli 2: Shpërndarja dhe likuidimi i kostove të procesit, , Kodi Zviceran i Procedurës Civile (Kodi i Procedurës Civile, ZPO) e 19 dhjetorit 2008 (që nga 1 janari 2020); Schweizerische Zivilprozessordnung (Zivilprozessordnung, ZPO) vom 19. Dezember 2008 (Stand am 1. Januar 2020)

[31] Udhëzues për gjyqtarët e vetëm, maj 1999, faqe 9. Leitfaden für Friedensrichter zum Gesetz über die Schiedsstellen in den Gemeinden des Freistaates Sachsen (Sächsisches

Schiedsstellengesetz – SächsSchiedsStG) vom 27. Mai 1999 - с) Bezeichnung: „Friedensrichter" – Verzioni online: https://www.bds-zwickau.de/fileadmin/Redakteure_BDS/Sachsen/Landesvereinigung/Files/Friedensrichter2005_03.pdf

[32] Udhëzimi i Ndihmës Juridike Ndërkombëtare në çështjet Civile, 2003, E miratuar nga: Zyra Federale e Drejtësisë BJ 1.2. Regjistrimi dhe gjuhët , faqe 19 - Die internationale Rechtshilfe in Zivilsachen Wegleitung, 2003. Eidgenössisches Justiz- und Polizeidepartement EJPD Bundesamt für Justiz BJ. 1.2 . Erledigung und Sprachen, seite 19. Versione online: https://www.rhf.admin.ch/dam/data/rhf/zivilrecht/wegleitungen/

with a letter of recommendation for a response. The defendant may be notified of the summons by the bailiff, by a competent official at the place of residence or by a police officer. In order for the notice to be valid, the defendant personally or someone authorized by him must receive the notice.

If informing the procedural party is intentionally prevented, then special rules apply in this situation. Natural persons and legal persons, despite certain preconditions, have the right to initiate a civil court procedure. The only condition is to be an adult. Persons under the age of 18, persons with adult disabilities, and in commercial cases; natural persons and firms (legal entities) in bankruptcy - all these categories must be initially authorized by their parents, legal representatives or guardians. In Switzerland, there is no obligation to engage a proxy representative (lawyer)[33] to carry out legal work.

Procedural parties may be present at the hearing in person. As a rule, the parties can be represented by lawyers registered in the Bar Association. Attorneys registered with the Bar Association are authorized representatives in the cantonal courts and the Federal Court. However, due to differences in cantonal rules from canton to canton, lawyers prefer to carry out their legal activities in their own cantons or in the nearest cantons.[34]

1.2. Initiation of the Procedure

The civil-court procedure is initiated with the submission of the request (lawsuit) for initiating the procedure. In the request for initiating a procedure, there are the names of the procedural parties, and if any; the name of the representative by proxy and the purpose of filing a lawsuit **(Rechtsbegehren)**[35].

The reasons for initiating the procedure, events, claims, evidence, object of the dispute and the value of the dispute must be absolutely cited in the request.

(based on article § 106 i ZH Zivilprozessordnung)[36].

After initiating the procedure, the court itself examines the judicial competence, the properties of the procedural parties, the authorization of the representatives by proxy, the legal benefit for the plaintiff and whether the procedure was initiated respecting the required legal conditions. Depending on the topic of the dispute and the case, the trial may be written or oral. In courts with a single judge, such as commercial and labor courts, the trial is conducted orally. **(based on the article § 119 të ZH Zivilprozessordnung)**[37].

When it comes to the cases not listed in this article, the trial shall be conducted in writing. In addition, if a simple and genuine procedure (einfaches und rasches Verfahren) is applied in the Peace Court, the trial is conducted orally. The court according to the case of the procedure, if it finds that it is not possible to conduct the oral procedure, can decide that the procedure is implemented in written form.

Persons far from the place where the procedures take place may request that the procedure be performed in writing **(based on article § 124 të ZH Zivilprozessordnung)**[38].

1.3. Lawsuit Response and Judicial Protection

The respondent party submits a response against the lawsuit with which the plaintiff-civil procedure was initiated by the plaintiff. In some cantons it is possible for the respondent party to submit a short answer, limiting such an answer only in opposition to the lawsuit and to a certain volume, while giving the appropriate answer at a later date. For example, in the Law on Civil Procedure in the canton of Zurich this is not allowed.

wegleitung-zivilsachen-d.pdf
[33] Bernd Ehle & Dorothea Seckler - Die Freizügigkeit europäischer Anwälte in der Schweiz - BGFA – AKTUELL/LLCA – ACTUALITÉS, 6–7/2005, seite, 1-5.
[34] Bundesgesetz über die Freizügigkeit der Anwältinnen und Anwälte (Anwaltsgesetz, BGFA) vom 23. Juni 2000 (Stand am 1. Januar 2017) - Ligji Federal për Lëvizjen e Lirë të Avokatëve (Akti i Avokatëve, BGFA) i 23 qershorit 2000 (nga 1 janari amand. 2017).
[35] Dr. Markus Wirth, LL.M - Rechtsbegehren in internationale schiedsverfahren - wie bestimmt müssen sie zein, 2004, seite, 1-16.
[36] Neni 106, Kodi Zviceran i Procedurës Civile (Kodi i Procedurës Civile, ZPO) e 19 dhjetorit 2008 (që nga 1 janari 2020); Schweizerische Zivilprozessordnung (Zivilprozessordnung, ZPO) vom 19. Dezember 2008 (Stand am 1. Januar 2020). - Art. 106 -Verteilungsgrundsätze (Neni 106 - Parimet e shpërndarjes) - Die Prozesskosten werden der

unterliegenden Partei auferlegt. Bei Nichteintreten und bei Klagerückzug gilt die klagende Partei, bei Anerkennung der Klage die beklagte Partei als unterliegend. (Kostot gjyqësore vendosen ndaj palës humbëse. Në rast të mos-ndodhjes dhe tërheqjes së veprimit, paditësi konsiderohet si i pasuksesshëm; nëse veprimi pranohet, i pandehuri konsiderohet i pasuksesshëm.)
[37] Neni 119, i Procedurës Civile (Kodi i Procedurës Civile, ZPO) e 19 dhjetorit 2008 (që nga 1 janari 2020); Schweizerische Zivilprozessordnung (Zivilprozessordnung, ZPO) vom 19. Dezember 2008 (Stand am 1. Januar 2020). – Art.119 - Art. 119 -Gesuch und Verfahren (Aplikimi dhe procedura), Absätze 1-6 (paragrafët 1-6).
[38] Neni 124, i Procedurës Civile (Kodi i Procedurës Civile, ZPO) e 19 dhjetorit 2008 (që nga 1 janari 2020); Schweizerische Zivilprozessordnung (Zivilprozessordnung, ZPO) vom 19. Dezember 2008 (Stand am 1. Januar 2020). – Art. 124 – Grundsätze .

However, in order to facilitate (simplify) the case, the court procedure and the response to the lawsuit is limited to certain questions and answers. **(based on article § 116 ZH Zivilprozessordnung)[39].** If the defendant has filed a counterclaim, the counterclaim is filed in response to the lawsuit **(article § 117 i ZH Zivilprozessordnung) [40].** Then, based on certain conditions and if the defendant agrees, the defendant can open the procedure against **(article § 115 e ZH Zivilprozessordnung)**[41].

Interference means the participation of a third party in the proceedings in order to assist one of the parties **(Nebenintervention) [42].** Whoever intervenes to assist one of the procedural parties in order for the intervening party to win the dispute and if the third party has a legal interest to do so, this is possible and permissible **(based on § 44 të ZH Zivilprozessordnung)**[43].

Intervention is possible at any stage of the civil court proceedings. The person interfering, can claim, can file claims and make other statements in favor of the party to whom he intervenes. The actions taken by the person intervening, unless otherwise stated or if they do not conflict with the actions of the assisting party, are considered to have been taken by the procedural party. (based on § 45 të ZH Zivilprozessordnung)[44].

1.4. Preparation Session

Ordinary courts do not hold a preliminary hearing before the hearing of the parties (the main hearing). If the court proceedings will be conducted in writing, as soon as the proceedings begin, the court cites a finding (ruling) by which it decides to send an invitation to the respondent to the lawsuit with which the proceedings were initiated, specifying also the deadline for responding to the lawsuit. If the

court proceedings are to be held orally, the court summons invites the procedural parties to a preliminary hearing in order to state their claims and defenses.

In Switzerland before the main hearing, the process of detecting and gathering evidence - which is typical of the Anglo-American system (Common Law)[45] after the start of proceedings, as a measure of protection against the risk of inability to gather evidence - exists in the institute of securing evidence. At the place where the evidence was found or at the place where the court administering the court proceedings is located, it is possible for the party to address the court with a single judge in order to determine the provision of evidence.[46].

Especially in commercial cases, if one of the parties thinks that the other party will take temporary protective measures before the proceedings begin, he may request that the court hear him and obtain a statement from the same procedural party. With such a move without having to hold a hearing, in connection with fraudulent or inaccurate information provided by the other procedural party, the court may be prevented from bringing in a temporary injunction. The court in deciding on these statements is free and there are no standard provisions.

While, in the peace courts in Zurich, these statements are not accepted, while in the commercial courts of the canton of Zurich, if the opposite party is clearly stated, this statement is recognized and kept as such for 6 months in a row. And, the opposing party on this issue is informed by the court. The request for preventive protection as this institute may be called in Swiss law is used to reflect the right to be heard by the procedural parties[47].

[39] Neni 116, i Procedurës Civile (Kodi i Procedurës Civile, ZPO) e 19 dhjetorit 2008 (që nga 1 janari 2020); Schweizerische Zivilprozessordnung (Zivilprozessordnung, ZPO) vom 19. Dezember 2008 (Stand am 1. Januar 2020).- Art.116 .

[40] Neni 117, i Procedurës Civile (Kodi i Procedurës Civile, ZPO) e 19 dhjetorit 2008 (që nga 1 janari 2020); Schweizerische Zivilprozessordnung (Zivilprozessordnung, ZPO) vom 19. Dezember 2008 (Stand am 1. Januar 2020).- Art.117.

[41] Neni 115, i Procedurës Civile (Kodi i Procedurës Civile, ZPO) e 19 dhjetorit 2008 (që nga 1 janari 2020); Schweizerische Zivilprozessordnung (Zivilprozessordnung, ZPO) vom 19. Dezember 2008 (Stand am 1. Januar 2020).- Art.115.

[42] Ndërhyrje anësore- Albert Zogaj, Zenel Leku, Valon Totaj, Bardhyl Hasanpapaj, Michael A.Cunniff.- Manual për zbatim të procedurës kontestimore; Kush mund të jetë palë në procedurë, faqe 77, 2019

[43] Neni 44, i Procedurës Civile (Kodi i Procedurës Civile, ZPO) e 19 dhjetorit 2008 (që nga 1 janari 2020); Schweizerische Zivilprozessordnung (Zivilprozessordnung, ZPO) vom 19. Dezember 2008 (Stand am 1. Januar 2020).- Art.44.

[44] Neni 45, i Procedurës Civile (Kodi i Procedurës Civile, ZPO) e

19 dhjetorit 2008 (që nga 1 janari 2020); Schweizerische Zivilprozessordnung (Zivilprozessordnung, ZPO) vom 19. Dezember 2008 (Stand am 1. Januar 2020).- Art.45

[45] Joseph Dainow - The Civil Law and the Common Law: Some Points of Comparison - Source: The American Journal of Comparative Law, Vol. 15, No. 3 (1966 - 1967), pp. 419-435 , Published by: American Society of Comparative Law.

[46] Daniela Fröhlich- Inaugural-Dissertation ; - Die Beweisvereitelung im Zivilprozess,2008 – 2.444.ZPO - In dieser Norm kommt der jeder Beweisaufnahme zugrunde liegende beherrschende Grundsatz zum Ausdruck, dass auch das prozessuale Verhalten einer Partei Gegenstand der Beweiswürdigung sein kann. (*përkth: Daniela Fröhlich disertacion inaugural doktorature - Parandalimi i provave në procedurat civile, 2008 - 2.444.ZPO - Ky standard shpreh parimin mbizotërues mbi të cilin bazohet çdo marrje e provave, se sjellja procedurale e një pale mund të jetë gjithashtu subjekt i vlerësimit të provave.*

[47] Dr. Nikolaus Stackmann - Die Rolle der Partei im Anwaltsprozess; - JuS 2008 - seite, 1-5.

1.5. Reconciliation Session

In the conciliation hearing held before the single judge, if the parties do not agree, a document is issued with which the plaintiff can initiate court proceedings within 3 months. **(article § 101 të ZH Zivilprozessordnung)** [48]. Depending on the type and value of the dispute, the trial is conducted in a simple or written procedure.

1.5.1. Written Procedure

In cases when the court procedure is conducted in writing, the court informs the defendant through a court summons and this is accompanied by the request for initiating the procedure, ie the lawsuit. **(Klageschrift)**[49]. In this notice, the court must also indicate the date on which the respondent party must respond. The response to the lawsuit must contain the points presented in the lawsuit **(based on § 127 paragr.1 Zivilprozessordnung ZH. 2.2)**[50]. After the exchange of documents in the court proceedings before the courts of the canton of Zurich, the procedural parties must be summoned to the preliminary hearing. In this session, the procedural parties must be present in person. The role of the judge during the trial in Swiss law shows differences from canton to canton. As a rule, the judge is obliged to clear the case; however, this obligation is limited if the events and evidence presented by the parties are unclear.

The judge, as a representative of the court in order to clarify the concrete case; - asks certain questions, prepares his / her assumption and encourages the parties to resolve the issue. For the peaceful settlement of the issue, preliminary hearings are very appropriate. If in these preliminary hearings, the procedural parties fail to find agreement in terms of the dispute, or if the events have not been sufficiently clarified, the court may decide to proceed with the parties' requests for a reply and duplicate by the procedural parties. According to the court's conviction, triple and quadriplegic claims can also be filed. In most cantonal judgments, matters are settled in such a way that statements and objections are presented during requests for reply and duplication **(based on § 114 të ZH Zivilprozessordnung[51]).**

1.5.2. Short Procedure (Summariches Verfahren)

This procedure has a very important place in the Swiss Civil Judiciary. Therefore, even the New Law on Federal Courts [52] has left an important place for this procedure and also its scope has been expanded. In the substantive law in Switzerland, the number of legal rules is gradually increasing, which require that certain concrete cases be performed as simply as possible and in a short procedure.

The summary procedure is a procedure which enables some court cases to be resolved as soon as possible. According to Article 204 of the Law on Civil Procedure of Zurich [53], the case is regulated in such a way that in peace courts where a judge is engaged, some cases can be resolved in a simple way and with a standard procedure.

As a rule, this procedure is performed orally **(based on § 119 të ZH Zivilprozessordnung)[54].** The court, in order for the procedural parties to present their evidence and defenses, invites them to appear at the court hearing. Submissions and other requests are submitted in writing and at regular intervals. In order to ensure the speed of the court proceedings, the rules are stricter and also the presentation of evidence of a certain type is not allowed. As a result of the rapid conduct of the court proceedings, if the judge is of the opinion that the material events have not been sufficiently clarified due to the limitation of the evidence, the case (concrete case) is referred to the regular courts. **(based § 221 të ZH Zivilprozessordnung)[55].**

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[48] Neni 101, i Procedurës Civile (Kodi i Procedurës Civile, ZPO) e 19 dhjetorit 2008 (që nga 1 janari 2020); Schweizerische Zivilprozessordnung (Zivilprozessordnung, ZPO) vom 19. Dezember 2008 (Stand am 1. Januar 2020).- Art 101.

[49] Till Eigenheer, Florian Kambor, Andrea Schaeppi, Georgia Stofer - KLAGEANTWORT, seite 18; - Zürich, 24. März 2017.

[50] Neni 127; , i Procedurës Civile (Kodi i Procedurës Civile, ZPO) e 19 dhjetorit 2008 (që nga 1 janari 2020); Schweizerische Zivilprozessordnung (Zivilprozessordnung, ZPO) vom 19. Dezember 2008 (Stand am 1. Januar 2020).- Art, 127.

[51] Neni 114, i Procedurës Civile (Kodi i Procedurës Civile, ZPO) e 19 dhjetorit 2008 (që nga 1 janari 2020); Schweizerische Zivilprozessordnung (Zivilprozessordnung, ZPO) vom 19. Dezember 2008 (Stand am 1. Januar 2020).- Art 114.

[52] Ligji i ri për gjykatat federale në Zvicër , (Akti i Gjykatës Supreme, BGG) e 17 qershor 2005 (amand.nga 1 janari 2019),

Bundesgesetz über das Bundesgericht (Bundesgerichtsgesetz, BGG) vom 17. Juni 2005 (Stand am 1. Januar 2019); Online-Version : https://www.admin.ch/opc/de/classified-compilation/20010204/index.html

[53] Neni 204, i Procedurës Civile (Kodi i Procedurës Civile, ZPO) e 19 dhjetorit 2008 (që nga 1 janari 2020); Schweizerische Zivilprozessordnung (Zivilprozessordnung, ZPO) vom 19. Dezember 2008 (Stand am 1. Januar 2020).- Art.204.

[54] Neni 119, i Procedurës Civile (Kodi i Procedurës Civile, ZPO) e 19 dhjetorit 2008 (që nga 1 janari 2020); Schweizerische Zivilprozessordnung (Zivilprozessordnung, ZPO) vom 19. Dezember 2008 (Stand am 1. Januar 2020).- Art.119.

[55] Neni 221, i Procedurës Civile (Kodi i Procedurës Civile, ZPO) e 19 dhjetorit 2008 (që nga 1 janari 2020); Schweizerische Zivilprozessordnung (Zivilprozessordnung, ZPO) vom 19. Dezember 2008 (Stand am 1. Januar 2020).- Art.221.

1.6. Temporary Legal Protection and Special Provisions

Temporary protection measures, they are court decisions which provide legal protection before and during the trial **(based on § 110 and 222 of ZH Zivilprozessordnung) ⁵⁶ .** The decision on the protection measure is made for the purposes of regulation and execution.

Then, to ensure that persons in need receive monetary amounts, it is prescribed by law to make a decision on safeguards (in accordance with section 271 of the Federal Bankruptcy Enforcement Act)**⁵⁷** and in this case it is the waiver of this protection measure prohibited and the pledge is also prohibited.

However, in a single-judge court in the canton of Zurich, by applying a simple and serial procedure, temporary protective measure- pledge may be imposed⁵⁸.

1.7. Procedures, Actions and Legal Remedies

Against court rulings in the canton of Zurich there are extraordinary legal remedies for appeal such as appeals, a specific remedy in Swiss law due to the invalidity of the proceedings and a review as an extraordinary remedy presented against final judgments rendered in the second instance (Revision)⁵⁹.

In the canton of Zurich, on the appellate scale even though it is a limited issue, there is a way to present new events and evidence.⁶⁰. As a general rule, we are presented with the fact that, if one wants to appeal to the Federal Court, he must have exhausted all possibilities of appeal to the cantonal courts and fulfilled all the other necessary conditions.⁶¹

1.8. Procedure Costs

The costs of proceedings before the cantonal courts are governed by cantonal law. The costs of federal proceedings, however, are regulated by Art. 153 of the FEG and with a special fee **(Tarif für die Gerichtsgebühren im Verfahren vor dem Bundesgericht)⁶².** The costs of the proceedings, in proportion to the subject matter of the dispute and the value of the dispute, are generally moderate. For simple and serial matters, different fees apply for the costs of the procedure. For a variety of reasons, courts may increase or decrease the costs of the proceedings; such as due to complications of the procedure, due to the difficult procedure or which requires a lot of time to be resolved or due to the cancellation of the procedure in the early stages.

As a general rule, the costs of the proceedings are attributed to the party who loses the proceedings. The party who will lose the procedure also pays the amount for the engagement of the other party's lawyer. In each canton there are different rates for the costs of the procedure. The fee regulates the amounts to be paid to the opposing party's lawyer, in other words the amounts to be paid to their lawyers are not regulated. In Switzerland, it is not possible to make an agreement between the lawyer and the party, if the dispute is won, the lawyer can not get a certain percentage from it.⁶³

Conclusion

In the canton of Zurich, the peace judge fulfills the tasks of the arbitration board as prescribed by the ZPO. In principle, there is a peace judge in every community. The magistrate is elected by the

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⁵⁶ Neni 110 dhe neni 222, i Procedurës Civile (Kodi i Procedurës Civile, ZPO) e 19 dhjetorit 2008 (që nga 1 janari 2020); Schweizerische Zivilprozessordnung (Zivilprozessordnung, ZPO) vom 19. Dezember 2008 (Stand am 1. Januar 2020).- Art. 11o und art.222.

⁵⁷ Neni 271 i ligjit Federal i Zvicrës për Ekzekutim gjatë Felimentimit ku thuhet: Kreditori mundet, për një kërkesë të duhur, përderisa kjo nuk mbulohet nga pengu, të ketë pasuritë e debitorit të vendosur në Zvicër me arrest: - Bundesgesetz über Schuldbetreibung und Konkurs (SchKG)1 vom 11. April 1889 (Stand am 1. Januar 2020), Art.271: Achter Titel: Arrest: 1. Der Gläubiger kann für eine fällige Forderung, soweit diese nicht durch ein Pfand gedeckt ist, Vermögensstücke des Schuldners, die sich in der Schweiz befinden, mit Arrest belegen lassen.

⁵⁸ European Network of advisory teams; - Strategien für prävention und bewältigung - Entführung oder Geiselnahme; seite 25-34,2012; European Network of advisory teams- Strategjitë e parandalimit dhe përballimit; pengmarrja; faqe 25-34, 2012.

⁵⁹ Kapitulli III, Revisioni, neni 328 : Një palë mund të kërkojë që gjykata që ka vendosur si shkallë e fundit në çështje të caktuara juridike të kërkoj që vendimi të rishikohet për të marrë vendimin

përfundimtar- i Procedurës Civile (Kodi i Procedurës Civile, ZPO) e 19 dhjetorit 2008 (që nga 1 janari 2020); Schweizerische Zivilprozessordnung (Zivilprozessordnung, ZPO) vom 19. Dezember 2008 (Stand am 1. Januar 2020).- 3. Kapitel: Revision Art. 328 Revisionsgründe,- : Eine Partei kann beim Gericht, welches als letzte Instanz in der Sache entschieden hat, die Revision des rechtskräftigen Entscheids verlangen.

⁶⁰ Der Kassationsrichter Moritz Kuhn, Präsident, die Kassationsrichterin Sylvia Frei- Kassationsgericht des Kantons Zürich (gjykatat e Kasacionit në Zurih), Zirkulationsbeschluss vom 15. November 2007, seite 1-16

⁶¹ Swiss Federal Court Act (Bundesgerichtsgesetz, BGG) 2005 [eif 2007]

⁶² Ulrich Meyer & Martha Niquille - Das Schweizerische Bundesgericht - Die dritte Gewalt des Bundesstaates (Gjykata Supreme Federale Zvicerane Fuqia e tretë e shtetit), seite 2-19, 2019.

⁶³ Frey, Michael – doct.disertaccion: Grundsätze der Streitwertbestimmung (Parimet e përcaktimit të shumës në kontest); seite 66 - Bemessungskriterien der Prozesskosten (Kriteret e vlerësimit të kostove të procesit), 2017.

community's voters. He often has no solid legal education (except in cities). Also, in canton of Zurich, there are District courts. The district court in the canton of Zurich is a collegial court and decides in three groups on matters that are not assigned to any other court. Individual members of the district court act as a single court (single judge). The members of the district court (district judge) are elected by the people. And when it comes to the civil process, there are several process maxims in civil litigation.

The disposition principle is typical of the ordinary procedure and means that the parties decide on the subject of the dispute. The official principle is the opposite, whereby the court can deviate from the requests of the parties. The maxims of negotiation and the principle of investigation deal with the issues of the burden of assertion, substantiation and disputes as well as the burden of proof.

In the canton of Zurich also, n some cases, the plaintiff, before initiating civil proceedings led by a single judge (Friedensrichter), must ask the relevant court to summon the litigants to a hearing (Sühnverhandlung). In the most important disputes, where procedural parties often meet before the procedure begins, no success has been seen in reconciling the parties, and all of it consisted of only one formality.

In terms of procedural costs, each canton has different rates for procedural costs. Tariffs regulate the amounts to be paid to the opposing party's lawyer, in other words the amounts to be paid to their lawyers are not regulated. In Switzerland, it is not possible to make an agreement between the lawyer and the party, if the dispute is won, the lawyer cannot get a certain percentage of it.

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[1] **Frey, Michael** – doct.disertaccion: Grundsätze der Streitwertbestimmung (Parimet e përcaktimit të shumës në kontest); seite 66 - Bemessungskriterien der Prozesskosten (Kriteret e vlerësimit të kostove të procesit), 2017.

[2] **Ulrich Meyer & Martha Niquille** - Das Schweizerische Bundesgericht - Die dritte Gewalt des Bundesstaates (Gjykata Supreme Federale Zvicerane Fuqia e tretë e shtetit), seite 2-19, 2019.

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Evaluation of the Power of the Central Bank Republic of Turkiye in Terms of Cheque Law

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Abstract

As a bill of exchange, the cheque is an important market instrument in economies. For this reason, the legislator preferred to regulate the cheque not only in the Turkish Code of Commerce (TCC), but also with more protective provisions with the Cheque Code (CC). These protectionist provisions defined bad cheques as a crime and stipulated a judicial fine as a punishment. For those who draw bad cheques, administrative sanctions are regulated. With regard to bad cheques, the legal obligation to pay the banks has been made obligatory. On the other hand, a number of important powers and duties have been envisaged for the Central Bank Republic of Turkey (CBRT) for the formation of a healthy cheque system. It is noteworthy that the CBRT, which plays an active role in the functioning of monetary policies, also plays an important role in the cheque system. However, a number of question marks arise at this point. What are the conditions for the CBRT to fulfil this role properly? Is the independence of the CBRT essential for the effectiveness and pertinence of this role? In our study, we will try to answer these questions.

1. Introduction

The cheque is regulated as a commercial bill both in the TCC and in the CC, which is a special codification. Regulations and provisions in the CC are in the nature of public law and related to public interest. The reason for this is the critical importance of the cheques in terms of macro and micro economic balances in the Money markets. Therefore, penal and administrative sanctions against the drawing of bad checks are regulated in the CC. The purpose of these measures is to establish trust in the cheque system and thus to popularise the application of cheques as negotiable instrument types. The more widespread the cheque application, the higher the transaction volume and thus the stability in the market. At this point, crucial duties and powers have been given to the CBRT by the CC. The fact that a central bank has the authority

to take regulatory actions in the legal regime regarding the cheque should not be surprising when considering comparative legal systems, but at this point, the most important point is whether the CBRT acts independently while using its duties and powers. Unfortunately, the answer to this question in Turkish practice is negative.

2. Legal Regime Regarding Cheques in Turkish Law

Although objecting opinions are put forward as contradiction in the doctrine and the feature of commercial bill has been lost in comparative law systems, the cheque is still a type of commercial bill like promissory note and bill of exchange in Turkish law [1]. Considering that commercial bills are qualified types of negotiable instruments, the cheques are regulated in the third chapter of TCC articles 780 et al. (TCC art. 780-823). The legislator has included provisions specific to the cheque in these articles and has also referred to the provisions of bill of exchange that will become valid for the cheque. However, the legal regime regarding the cheque does not only consist of the provisions of the TCC. The legislator also preferred to regulate the cheque with a special codification. Cheque Code No. 5941 was published in the Official Gazette on 20.12.2009 and entered into force at the same date. It should be underlined that this Code is not the first codification specific to cheques in Turkish law. As a matter of fact, CC is a codification that came into force in place of the abolished code No. 3167, which entered into force in 1984 [2]. At this point, we are faced with a number of question marks. Why did the legislator need a special codification, while the cheque is already regulated with its own specific provisions in the TCC? Why did the legislator feel this need only for cheques and not for bill of exchanges and promissory notes? These question marks need to be cleared first. However, it should be stated at this point that the answers we will give to these question marks will be valid not only for the CC, but also for all cheque-specific codifications that entered into force before [3].

3. The Ratio-legis of the Cheque-specific Legal Regime

The relationship that appears by the check does not only concern the legal and economic interests between the cheque creditor and the cheque debtor. As a result of the public character of commercial law, the cheque is such a type of commercial bill that it concerns the interests of all actors of the economy, including traders, investors, banks and entrepreneurs. As a commercial bill, the cheque has a vital importance in terms of micro and macro-economic balances. In money markets, cheque is accepted as a private currency alongside the official currency of the state [3]. As a matter of fact, in accounting systems, cheques are located in the active part of the accounts of enterprises and, unlike other commercial bills, just below the cash. In fact, cash is in the first place in the active part of the accounting systems, and unlike other commercial bills and all other negotiable instruments, the cheque takes part in the second order. The increase in the trade volume is due to the de facto use of the cheques as a credit instrument thanks to post-date cheques [4].

4. Measures Taken for the Spread of Cheque Circulation

The more widespread the use of cheques in a market, the greater the stability in those markets. In order for the circulation of cheques to become widespread, it is necessary to increase the trust in the cheque system. The special measures to be taken by the legislator that will ensure the confidence in the cheque. Otherwise, trust in the cheque will decrease and the actors of the trade will refrain from preferring the cheque. For this reason, the first thing that needs to be achieved is to increase the confidence in the cheque. Among these special measures, there is the definition of a bad check as a crime in order to prevent the application of bad checks and the provision of a penal sanction in return. As a matter of fact, pursuant to Article 5 of the CC, the account holder who caused the bad check transaction will be punished with a judicial fine and in case the judicial fine is not paid, the perpetrator's sentence will be converted into a prison sentence [5]. The legislator abandoned the principles of economic punishment for economic crime just in order to ensure the trust in the cheque and spread the circulation of the cheque, and although there were

objections in the doctrine, it allowed the application of a freedom-binding penalty for bad cheques [6].

However, in addition to this penal measure, it is seen that the legislator also resorted to administrative measures such as the prohibition of issuing cheques and opening a cheque account. Accordingly, pursuant to Article 5 of the CC, the Court decides on the prohibition of issuing cheques and opening a cheque account, in addition to the decision on penal sanction, in case of a bad cheque. If these prohibitions already exist, the court will also decide on the continuation of the ban on issuing cheques and opening a cheque account. It is also possible for the court ex officio to decide on the prohibition of issuing cheques and opening a cheque account as a precautionary measure during the trial [7]. These prohibitions as administrative sanctions are applied to the real or legal persons holding cheque account, those who draw cheques on behalf of this legal entity, and in case a bad cheque is issued on behalf of a capital company, also to the management body and company officials registered in the trade registry [1]. In this way, it has been preferred by the legislator to prevent the application of bad cheques not only by penal sanctions, but also by the prohibitions of issuing cheques and opening accounts with cheques as administrative sanctions [8].

The measures taken by the legislator are not only against the issuer of bad cheques. In addition, liabilities against bank legal entities and bank employees, where the account that operates by cheque, are also regulated specifically in the CC. Pursuant to Article 3/3 of the CC, the addressee banks have legally undertaken a minimum payment obligation for each unpaid bad cheque sheet [5]. Accordingly, the addressee banks are obliged to make the payment amounting to an upper limit, which is updated every year, to the bearers who present the cheque for each unpaid bad cheque sheet [9]. In addition, in accordance with Article 2 of the CC, the banks are also obliged to pay attention to the duty of care when opening accounts with cheques, to have the cheque sheets printed in accordance with a certain format, and to notify the competent authorities in case the cheque is unpaid due to the lack of provision [3]. The legislator also assigns important duties and powers to the CBRT in order to ensure that these measures, which are applied by considering the public interest and which have the character of public law rather than private law, can be effective and that the public interest can be observed more [10].

5. Roles of the CBRT in the Legal Regime Regarding Cheques

The legislator has applied to sub-regulations as parts of the legal regime regarding the cheque, and in particular, has delegated the duties and authorities to the CBRT to draft and enact the sub-regulations that allow the implementation of the articles in the CC [11].

The first of these duties and powers is to determine the shapes of cheque books and cheque sheets. Accordingly, in accordance with Article 2/6 of the CC, the principles determining the printing methods of cheque books will be regulated by a communiqué, which will be prepared by the CBRT and published in the Official Gazette. CBRT [12]. The determination of cheque books' printing format by a Communiqué to be issued by the CBRT is a result of the standardisation effort [6]. In this way, auditability and quality standardisation in quality can be realised. In addition, it is possible to protect the interests of the actors trading with cheques in the market [2]. A question mark may be encountered at this point. Can a bill that does not meet the conditions set forth in the Communiqué to be put into effect by the CBRT become valid as a cheque? The answer to this question would be "yes". The legal validity conditions of the cheque are regulated in the Article 780 of the TCC [4]. These validity conditions do not include rules and standards regarding the printing of cheque sheets. For this reason, if a bill meets the conditions set forth in the Article 780 of the TCC, it can gain legal validity, although it is not in accordance with the forms of printing to be determined in the Communiqué enacted by CBRT [13]. What would be the legal consequences of violating the forms of printing determined by the Communiqué? In Article 7/8 of the CC, the legal consequence of this violation is determined harshly as a prison sentence and judicial fine, and to act as a deterrent measure [9].

Another of the duties and powers imposed on the CBRT by the CC is about a minimum amount that must be paid by the banks for each unpaid bad cheque sheet [7]. According to Article 3/3 of the CC, there is a minimum amount that banks are obliged to pay for each unpaid bad cheque sheet. Banks cannot avoid paying this amount. As a matter of fact, the minimum payment obligations of banks arise from the code and this obligation cannot be eliminated by cheque contracts or other banking transactions [14]. However, there are two conditions that must be met in order for banks to have a minimum payment obligation. The first of these is that the person

presenting the cheque to the drawee bank does not have a cheque issuer, and the second is that the cheque is submitted to the drawee bank within the legal period [15]. This amount is updated every year. The CBRT is undertaken to determine the minimum payment amount in January for every year, taking into account the annual changes in the price indices published by the Turkish Statistical Institute and publish it in the Official Gazette [8].

According to Article 8 of the CC, the CBRT is authorized to establish a legal entity system that will ensure the payment of cheques between bank branches and to execute it under its supervision. The CBRT may also exercise this authority through any other institution it deems appropriate [6]. The establishment and operation of the account payment system will be regulated by a regulation to be issued by the CBRT and published in the Official Gazette [11].

6. Evaluation of the Role of the CBRT in the Cheque Related System in the Sense of Propriety

At first glance, it can be seen as a contradiction that the CBRT imposes such duties and powers in the legal regime regarding the cheque, which is a private law institution. However, considering the importance of the cheque in terms of public interest, unlike other commercial bills, the position of the CBRT in the legal regime regarding the cheque will become more meaningful [16]. So why? For this, it is necessary to focus on the provisions of the Code of the Central Bank of Republic of Turkey (Code on CBRT). The main duties and authorities of the CBRT are regulated in article 4 of the Code on CBRT and the main purpose of the CBRT is determined as ensuring price stability [10]. The CBRT has the authority to directly determine the monetary policy it will implement and the monetary policy instruments it will use in order to achieve this goal [17]. In addition, the CBRT will also support the growth and employment policies of the Government, provided that it does not conflict with the aim of achieving price stability [9]. The main duties and powers of the CBRT are determined in a long list. Among these duties and authorities, with regard to the cheque, "To take regulatory measures to stabilize the financial system and to take regulatory measures regarding money and foreign exchange markets, to monitor financial markets, to use the monetary policy tools specified in the Code on CBRT in order to ensure price stability, to directly determine and implement other monetary

policy tools that it will find appropriate" stand out [16].

However, in my opinion, the main question to be asked is: "Does the CBRT have the necessary conditions and standards, especially its independence and reliability from political power and state institutions, in order to properly fulfil its duties and powers?" The answers to this question will be negative, especially considering the developments in the last 10 years. The main reasons why we make negative assessments about the independence of the CBRT are the frequent changes of the CBRT chairmen, the expectations of the political power, the populist approaches playing a decisive role in the monetary policies of the CBRT, the political views and connections playing a role in the determination of the CBRT administration, ignoring the requirement of the principle of merit [8]. First of all, it is necessary to establish the independence of the CBRT. In addition, it is required to determine the CBRT administration on the basis of merit, not political influences. When these conditions are met, the CBRT will be able to duly use its powers stemming from both the Constitution and its own special codifications.

Conclusion

It is very important and necessary for a country's central bank to play an active role in that country's money markets, to ensure price stability, to achieve a healthy growth and to create an investment climate. As a matter of fact, in Turkish practice, the CBRT is empowered to establish stability in the financial system, to take regulatory measures in money and foreign exchange markets, and to monitor financial markets, in accordance with its own special Code. Among these powers, the authorities to take the necessary regulatory actions for the establishment of a healthy cheque system are also included, thanks to the CC. Everything up to this point is ideal as it should be. However, the most important thing here is whether the CBRT has independence. Unfortunately, in the case of Turkey, the CBRT is under the influence of the populist approaches of political power. Therefore, the danger of populism being decisive in the decisions taken in all spheres of influence, including the cheque system, remains valid. For these reasons, in my opinion, the priority is to ensure the absolute independence of the CBRT within the framework of universal principles in appropriate with comparative law systems.

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A Corpus-based Linguistic and Lexicographic Study in Law Terminology (English-Macedonian-Albanian)

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Abstract

The changes that took place in the legislation system of the Republic of North Macedonia compelled institutions to hire translators and interpreters who face challenges when translating or interpreting law terminology both in Albanian and Macedonian languages. This research paper aims at assisting lexicographers and terminologists in identifying and giving solutions of law terminology. This study was conducted based on the data collected duringa several-year experience with text translation of Law, Economics, Administration, Contracts, Decisions, Strategic Plans, Specifications, etc. To deepen further the research, a definite number of terms has been selected- based on the frequency-use and the meaning it acquired in different context both in Albanian and Macedonian. This work is the result of the work and experience that has been going on for years.

Keywords: *law terms, lexicography, translation studies, law, legal context.*

1. Introduction

Since the cultural turn in translation studies, it has been acknowledged that **translation is made not only between languages but also between cultures** (Pommer 2008, 17). This cultural transfer is observed especially when legal texts are translated, since legal translation is performed between legal languages, which are deeply rooted in the legal culture and the legal system of a particular country. Instead, each legal system has its own legal terms, known as system-bound terms, to denote concepts specific to that system. This is evident when legal systems use different languages; however, even in cases where legal systems apply the same ethnic language to create legal texts (for instance, English used by American and British law), the legal systems utilize different terminology, or the same terms are applied to denote concepts that are not exactly the same.

Prior to focusing on translation and its process, I think it's worthwhile to define what we understand by translation and what makes a law document different from other dicsiplines' documents. Sarcevic (1997: 9) defines **legal language as special-purpose communication between specialists**, thereby excluding communication between lawyers and non-lawyers. But, indeed, one of the hallmarksof legal discourse is arguable that it is not restricted to specialists, but it is intended (at leaste therotically) for lay citizens. In some cases the lawyer acts as an intermediary or surrogate addressee, "translating" the word of the law into everyday language (cf. Cornu 1990: 23); in others the layperson becomes a substitute lawyer (e.g. as juror or lay justice) and makes utterances having legal effects (wills, the verdict of "Guilty/not guilty"or the words "I do"during a wedding ceremony).

One of the most striking epistemological features of law is its lack of a common knowledge base or "universal operative referents"(référents opératoires universels, Pelage 2000: 127). It is an amalgam of different systems which have evolved separately and are generally confined within national and linguistic boundaries (Groffier 1990: 314). For the legal translator, this results in the problem of finding equivalents for culture-bound terms, particularly those related to concepts, procedures, institutions and personnel (Weston 1991, Harvey 2000).

Law is certainly unusual in being system-bound but is not unique in this respect: religion and political science, which are historically related to law, are inseparable from the notion of systems. Nor are culture-bound concepts specific to the field of law: they permeate literary texts and indeed crop up in all fields of knowledge which have not been completely standardized. Given the increasing importance of European and international law, it can be anticipated that the law will gradually become more standardized.

2. Standardization of Terminology

In an attempt to help institutions standardize their law terminology, the Government of the Republic of North Macedonia established two language-oriented institutions: *Language Implementation Agency and Inspectorate for the Use of languages*, whose aim is to promote the use of languages and to unify the terminology used in institutions. The former institution's duty is to provide institutions with translation of legal document prior to their sending for publication to Official Gazette of the Republic of Macedonia, while the latter insitution duty is to check and reinforce the use of languages in institutions in the Republic of North Macedonia.

The problem we face when translating legal document or laws into Albanian language in Macedonia is that we aim at standarising the terminology based on that used inAlbania and Kosovo, but this makes things harder. Though this most of the time helps, there are times when this is impossible since the legal translation that is done in Macedonia is within the same law system, meaning it is being translated for the local population, for the citizens who use the services of these judicial institutions.

If the discipline of law shared a common system ofreference like the discipline of science, medicine, and technology, legal translation would be much easier. When translating a manual for a mobile phone user, for example, all the translator needs to know is how thedevice works. However,when a legal term is translated, the translator must consider carefully what meaning it denotes and what legal effect it causes in the source legal system in order to transfer the same meaning and legal effects into the target legal system. For example, let us consider the word 'marriage', which is used not only by lawyers but also by laypersons in ordinary, everyday language. In Poland, only two persons of the opposite sex can legally get married, whereas in Portugal two peopleof the same sex can also enter into a legal marriage. Marriage to a 13-year old girl isconsidered void in all European countries, while it is valid in South Sudan.Marrying a woman while already validly married to another is recognized as an offence (bigamy) in many countries, whereas, in others, especially those governed by Sharia (Muslim) law (e.g., Saudi Arabia) polygamist marriages are considered valid.

These examples illustrate how differently the concept of marriage can be understood in various legal systems. What one legalsystem recognizes as a valid marriage can, in another, be considered a criminal offence. Can we denote these various concepts with the same term 'marriage'? The above comparison, which is based merely on juxtaposition, not on comparative analysis, relies only on one criterion; that is, whocan legally enter into marriage. Other criteria, like rights and obligations of spouses, matrimonial property regime, or divorce, should also be taken into consideration to determine the full meaning of the concept under a given legal system.

A legal translator should be able to recognize the differences between concepts in source and target cultures and to evaluate significance of the divergence or, in the words of Šarčević(2000, 236), the degree of equivalence, if any. A translator should identify whether the concepts form functional equivalents for each other or, conversely, whether they do not have"comparable counterparts in other legal systems" (Šarčević2000, 233). In order for translator to make a correct decision when choosingterm in a target language to denote a concept of a source legal system, some comparisonof source and target concepts, institutions and terms is required. Therefore, according to Bocquet (Bocquet 1994, 7; as cited by Šarčević2000, 237), the comparison of concepts and institutions is an obligatory step in the legal translation process.

There is an understanding among translators that translation is not about replacing one word with another, but rather that itis the meaning that is translated, thus the translator must go beyond the language in order to provide adequate translation (Poon Wai-Yee 2005, 323). Two criteria apply when making this decision: (i) the purpose of the legal translation, and (ii) whether the translation occurs within one legal system or between two legal systems.

Translation requires comparison of both legal concepts and legal terminology.While this would in fact be the ideal situation, Obenaus (1995, 253) notes that it is unrealistic toexpect a translator to be an expert in the field oflaw. Also, the interconnections within each legal system as well as the legal culture in general influence the meaning and practical impact of legal concepts (cf. in detail Kischel 2005: 17ff.).To transfer the legal culture of the law necessitates a clear understanding of the concept of cultural transfer in translation in the first place.

3. A three-language Comparative Analysis of Terminology

As has been said above, when translating a legal document, besides knowing the languages you are translating to and from, a translator should also bear in mind that he/she should be acquainted with /familiar with the cultural settings the that language pair he/she is working with. Another issue to bear in mind when translating in general, especially when dealing with law terminology, isthat it does not suffice to find an equivalent as sometimes the particular equivalent does not contain the conceptual element that is to be found in the source language text. Another important feature that additionally complicates the transfer from a language into another is context, the same words in different contexts can be translated with different equivalents. In the following I have summarized a table of terms that I have had difficulty to translate them into Albanian and Macedonian and English.

Table 1. Terms with different equivalents in different languages

English	Albanian	Macedonian
subscription	abonim	претплата
Finality	pakthyeshmëri, parrevokueshmëri (finalizim)	конечност (неотповиклив)
patience, maturity	durim, maturi	трпеливост
Validity	vlefshmëri	валидност
prescribe	përshkruaj	препишуваат
prescription	parashkrim	старо дело
Order	porosi	порачката/порачка
Order	Urdhër	наредба
Electronic Communications Agency	Agjencia e Komunikimeve Eleketronike	Агенција за електронски комуникации
statement	deklarim	изјава
declaration	deklaratë	декларација
Invalid	pengesë, vështirësi, invaliditet	попреченост,неважечки
closer family member	anëtar i familjes më të ngushtë	член на потесно семејство
law article	nen i ligjit	член 9 од закон за...

The term *subscription*is conceptually not valid for Albanian languages. In Albania, it is translated as subscription-*abonim*, subscribe-*abonohu/pajtohu*. While in Kosovo, the same term is translated with a meaning closest to the Macedonian version, *subscription-parapagesë (претплата)*, as this encompasses the concept we have for getting prepaid service. Order of Albanian Dentist, this title is equivalent to Macedonian Dental Chamber here in Macedonia. But whenwe translate it into Albanian we do keep fidelity to the SL, because it is translation within one system, so we do not translate it as Orderi of Albanian Dentist but as Dental Chamber.... In economy, its meaning changes. In law, it has acquired another meaning: law and order -sundimi i së drejtës-валадење на право. In Albania, Electronic and Postal Communications Authority- as we mentioned above, though we have an equivalent, still it does not reflect the same concept: in Albanian, it involves postal services too, while in Macedonia, it does not. The word *invalid* has several meanings, the first meaning is disabled and the second meaning is expired. When translated the former meaning in Albanian, we may use the word as it is, invalid or me aftësi të kufizuara, but when we translate the second meaning into Albanian, in no way we can use the word invalid, it has to be used as *i pavleshshëm* (expiry of a document). The word member and article in English are translated with the same word in Macedonian language: *member- член and law article- член на закон*. But this is not the case with Albanian language: *member- anëtar and article-nen*. Concerning the word declaration and statement, inMacedonian *изјава* and *декларација*, while in Albanian we have them as *statement-deklaratë (изјава)* and *declaration-deklaratë (декларација)*.

Another important translation aspect I want to point out is that whenever there is a software in use for

translation, the above-mentioned differences will not be given there. This is the reason why translators, besides knowing the language, they have to know the law system and a country's culture.

4. The Methodology

The selection of these words has been taken from 500 documents that I have translatedat the Inspectorate for the Use of Languages and some other institutions. The language pair that is used in Republic of North Macedonia is Macedonian-Albanian-English. There are a lot of words that a translator my find not easy to make a choice for, but here have been listed just a few of them. In the table below,the frequency of use has been shown based on the documents that have so far been translated.

Table 2. Frequency of use of words

English	Albanian	Macedonian	Times of use
statement	deklarim	изјава	6
Declaration	deklaratë	декларација	6
maturity	durim, maturi	зрелост,	7
prescribe	përshkruaj	препишуваат	10
Validity	vlefshmëri	валидност	15
order,	Porosi	порачката/порачка	15
subscription	Abonim	претплата	24
Finality	pakthyeshmëri, parrevokueshmëri (finalizim)	конечност (неотповиклив)	25
invalid	pengesë, vështirësi, invaliditet	попреченост,неважечки	25
prescription	parashkrim	старо дело	35
order	Urdhër	наредба	55
Electronic Communications Agency	Agjencia e Komunikimeve Eleketronike	Агенција за електронски комуникации	60
closer family member	anëtar i familjes më të ngushtë	член на потесно семејство	150
law article	nen i ligjit	член 9 од закон за...	300

The words ranked above are based on the criteria of their legal meaning. As it can be seen, the most used word inlegal documents is article, probably due to the fact that whenever a decision is written, it must refer the law articles it is based on.The least frequent one is the word statement and declaration, which is due to its economical use.

Conclusion

Being a translator of three languages, on one hand, is a challenge, but on the other hand, it isa blessing as this helps the translator research and compare terms and concepts. Of paramount importance is that translators be conscious of system-bound terms, unique of a particular law system and concept-related terms. There are cases when the languages interrelate terminologically, there are equivalents that may be used to transfer meaning from a language to another language, but unfortunately some equivalents do not encompass the conceptual element of the source language.

Based on the data above, being conscious that a word may have different meanings in different filed of studies or communication styles, translators should adopt amultidisciplinary approach to translation, namelythe meaning of the word should be assigned having in mind several factors, including the field the word comes from. Though this requires a certain degree of experience, still a translator that aims at improving her/his translation skills, should and ought to explore, search and compare legal systems and term.

The last issue to be remembered, having in mind the current constellation in the Republic of North Macedonia, is that we do within system translation, namely translation for informative purpose. When translating for the citizens of the Republic of North Macedonia, we should have in mind that we may use different law systems as reference, but still, citizens use these institutions and their services. So system-bound terms or names should be translated for informative purposes.

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Management

Examining the Structure of Agency in Shaping Religio-instititions: Bilayered Agency

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Abstract

It has been argued repeatedly that there is a need for better understanding of agency and actors within institutional theory. In the institutional theory literature, different types of agency ranging from iterative agency to practical-evaluative agency and projective agency have been defined to date. Although there are redundant studies, which examined agency from different perspectives, on agency in institutional theory, most of them have addressed agency in a monolithic structure. However, our field research has revealed that there is structurally different type of agency especially when considering (Islamic) religio-institutions. This type of agency is not monolithic in the structure, yet has two different layers entitled by us as bureaucratic and normative. While the latter is continuously occupied with shaping religious infrastructure of an religio-institution in the background, the former is devoted to carrying out bureaucratic procedures in the frontline. Hence, the former is visible to the public and the latter is not, more clearly it works behind the scene. In this framework, we formulated our research question as follows: "What should be the structure of an agency in maintaining religio-institutions?". The main aim of this study is to explore the structure of an agency in maintaining religio-institutions. To this end, we carried out a field research with an NGO, which is one of the prominent and expert actors in approving foods' halal being and maintaining "halal" as an Islamic institution in the field in Turkey and abroad. We collected data by interviews with the managers of this NGO for understanding and exploring the structure of their agency model. Collected data have been processed by using qualitative techniques.

1. Introduction

Although there have been abundant studies on action theory and more or less conscious actors (Lawrence & Suddaby, 2006) to some extent, agency as a causal force was not adequately conceptualized and the detailed actions of individual and collective actors not analyzed in empirical studies of institutionalization (Abdelnour et al., 2017). From this point of view, it is clearly understood that agency as an 'elusive, albeit resonant, vague' (Emirbayer & Mische, 1998) concept is needed practical elaboration rather than theoretical framework (Weik, 2011). In fact, it has been argued repeatedly that there is a need for better understanding of agency and actors within institutional theory (Hwang, et al., 2019).

With this study, we aim to explore and then show the practical reflection(s) of agency in the example of maintaining religio-institutions of authorized actors as agencies. Religio-institutions depict religious norms, beliefs, values and other institutionalized codes, which affect, energize and control actors under certain conditions (Maier & Simsa, 2021). Since institutions (religio-institutions too) are comprised regulative, normative, and cultural-cognitive elements (Scott, 2008) different types of agency for each element are needed to regulate, repair and dissolve those elements in the practice. Although different types of agency have been defined in institutional tenet (e.g. Battilana & D'Aunno, 2009), those types are not sufficient or at least don't provide strong frameworks to explain the relationship of agency and religio-institutions. Depending on this, we attempt to fill the gap in the relevant literature and define suitable types of agencies for religio-institutions (specifically in maintaining religio-institutions) by conducting a qualitative research.

In the scope of our research we interview 8 managers of an NGO which was established by muslim community for regulating halal-food provision semi-legally in the first years. By using qualitative analysis techniques we defined two different and new types of agency: Bureaucratic and normative.

2. Theory

Agency theory in institutional tradition provides a structured field to actors in acting relatively intended and freely. In this tradition, the main role of actors is to carry, enact and transmission existing institutions that actors must comply with. When considering relatively conscious and intended actions and activities, one must be privileged by existing institutions in advance. For this aim, existing institutions provides not all but some actors a field within which they are allowed thinking and acting freely (Beckert, 1999; Dorado, 2005; Maier & Simsa, 2021).

Battilana and D'Aunno (2009) define in this line three different types of agency such as iterative agency, practical-evaluative agency and projective agency. In doing so, they also provide those agency types some roles and duties such as creating, maintaining and disrupting institutions. When considering religion-institutions those agency types would not be functional in doing institutional works in the example creating, maintaining and disrupting institutions. Because of this there is need or new types of agency in the scope of religio-institutions.

3. Methodology

Since we aim to explore new types of agency and case studies are appropriate tools for explorative research, we attempt to conduct a qualitative study in the example of case studies (Yin, 2009). In case selection, we decided to work with an NGO which was the only organization in the Turkey working on halal-food provision at the time this research was conducted. In the scope of our case we interviewed with 8 managers of this NGO. After collecting data we intentionally analyzed data by using a quasi-grounded theory approach. \

4. Findings

In the context of this study we explore and define two different types of agency in the scope of religio-institutions especially in a role that is devoted to maintain this type of institutions: Bureaucratic and normative.

4.1. Bureaucratic Agency

The main role of this type of agency is to fulfill relevant procedures during the process of actors'

application for gaining legitimacy in the direction of religio-instiutitons. This type of agency should also be privileged by religious or mundane rules in thinking and behaving consciously or relatively out of full control of institutions. Their critical duty is to get applications, control the process, communicate with members of normative agency and share relevant information with applicants. In fact, the main responsibility of this type of agency is closely related to mundane procedures. Because their privileged position is restricted by existing institutions. Due to that reason, they do only bureaucratic activities.

4.2. Normative Agency

Normative agency undertakes more critical role compared to bureaucratic since this type of agency is allowed to intervene religion-institutions without touching their core idea. By doing this, they attempt to facilitate the implementation of religio-institutions. Their main aim in doing religio-institutional work is to interpret and explicate religious rules, norms and beliefs. In addition to these, they also establish new rules by complying with religious law (in our case shariah). In this status, they seem to be the most important element of the processes in maintaining religio-institutions. Their role is fully devoted to work with the rules of religion.

Conclusion

Although scholars have defined different types of agency in the institutional tenet, there is no clue about the agency types of related to religio-institutions. After conducting a qualitative research we explored two different types of agency in the example of religio-institutions: Bureaucratic and normative. While bureaucratic agency is authorized to administer bureaucratic procedures and other relevant deeds in the example of maintaining halal-food provision (halal certificate), normative agency is devoted to regulating halal in the direction of religious norms and rules.

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"Valuepreneurship" as a New Aproach for Value Work: A Conceptual Review

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Abstract

There is rapidly growing body of empirical literature on the values produced by public and private sector organizations and employees. Furthermore, most scholars nowadays emphasize the value of values for organizations. Nevertheless, there is still room for examining value work in the adept hands of organizational leaders. With this study, we attempt to conceptualize 'valuepreneurship' as a new approach in performing value work. Although Selznick's writings on institutional leadership are also worthy of thinking about value work, their effects have remained limited. In addition to this, value work has also not been adequately explained to date. By coining a new term for doing value work we attempt to help understanding both value work and value entrepreneurship. Our research question, in this direction, is about the value and function of 'valuepreneurship' for organizations. For this aim, we review extant literature, focusing on the definition of value and value work, etymology of the terms of 'valuepreneurship'. Additionally, we also propose a conceptual model for 'valuepreneurship' by analyzing and discussing its value and function for organizations.

1. Introduction

In the last decade, there is a growing body of knowledge on values and value work especially among public administration scholars. Although this type of works draw scholarly attention more and more, there is scant works on value entrepreneurship. It should be interesting that values, which are seen as one of the most demanded element and output of work in this era, can be seen as negligible within the scope of scholarly works. In this context, for example, as Kraatz (2009) mentioned before, leadership in terms of creating values for, and infusing them into the organization, appears to remain frozen in 1950's. Selznick, in this years, defined a new approach for leadership as "institutional leadership". According to Selznick (1957), institutional leadership is closely related to creating values. But this concept is not totally devoted to value creation. One of the most crucial responsibilities of this type leaders is infusing values into the organizations and institutionalizing them in a certain period of time. In spite of Selznick's efforts to develop a new leadership approach focused on values work, institutional leadership has not received enough scholarly attention. Naturally, there may be various reasons for this omission. Yet, the critical one is likely development of different but more attractive types of leadership (e.g. transactional, inspirational, charismatic, transformational) emerged in this time period, when relevant literature is taken into consideration (see Burns, 1978; Downton, 1973). Depending on this, it can be put forth that value focused leadership (i.e. institutional leadership) may be obsolete. There is a need for a new approach which aims to redefine relevant actors who attempts to values work for this period of time.

With this study, we aim to discuss a new approach and coin a new term for values work done or undertaken by responsible functionaries (such as entrepreneur, managers or anyone authorized to fulfill values work) of any organization. Our approach differs from Selznick's especially in that in distributes value creation to different levels of organization, while Selznick puts only senior managers in charge of value creation (cf. Selznick, 1957). As for our methodological approach taken for achieving the aim of our study, we conducted a comprehensive literature review on entrepreneurship and leadership specifically from a values work perspective. After collecting and analyzing relevant scholarly works, we defined and explained a new term as valuepreneurship for the first time, as far as we know.

2. Literature

Values in practical meaning should be considered crucial elements of organizational success. Askeland et al. (2020) in this direction argue that organizations focusing on values work are in a better position to improve their practices and quality of services. It means at the same time that values are seen a new instrument in gaining competitive advantage. If so, it is necessary to clarify the meaning of value as a first step. Jorgensen (2007), by quoting Kluckhohn (1962), defines values as follows: "A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means, and ends of action." It is clear in this definition that values should be considered man-made artifacts. Because of this, the creation of values in the first analysis should be undertaken by an actor who are capable to manage values work process as a whole from the beginning to the end. To do this, actors who are authorized to undertake values work should also possess sufficient resources (e.g. money, status and/or knowledge, human resources etc.). In the same manner, DiMaggio (1988) also gives the responsibility for creating institutions to the actors with sufficient resources while he defines institutional entrepreneurs. Similarly, for example, Maguire et al. (2004) define leveraging resources to create new institutions as a vital element for institutional entrepreneurship. Thus, possessing and using sufficient resources is an integral of entrepreneurship whatever type.

In a different way of thinking, to be an entrepreneur is a function not a profession or occupation per se (Uzinidis et al., 2013). In the scope of this function, an entrepreneur should be considered a person who undertakes a work (Boutillier & Uzunidis, 2013). In the case of values work, the entrepreneur's function is to define and create values. In that way, she/he introduces desirable behaviors, objectives and ideals, which serve to guide or valuate practice, as values (Askeland et al., 2020). Values work in the meaning of creating values, is not a unidimensional activity. As entrepreneurship scholars put forth that it also should be multi-dimensional and requires a lot of activities to be done. In this sense, for example, this function should include maintaining values. In addition, networking to disseminate created values should be another part of values work. To do all of those deeds, authorized actors should also procure and allocate relevant resources for accomplishing values work sufficiently like a business-entrepreneur who initiates an enterprise.

3. Methodology

The aim of the current study is to introduce a new term for actors who create and maintain values or undertakes values work. For this aim, we conducted an integrative literature review approach. In the scope of an integrative literature review, it is supposed to collect the data in a more creative way, as the purpose is usually not to cover all articles ever published on the topic but rather to combine perspectives and insights from different fields or research traditions (Snyder, 2019). Since our main aim is to define a new approach and coin a new term for values work(er), it should be expressed here that our integrative literature review approach can clearly be dubbed as "review aiming for theory development". In the scope of this approach, we typically attempt to develop theoretical models […]. However they do not necessarily proceed to test those models (Paul & Criado, 2020). We propose i the context of our study a new model for actors who undertake values work as "valuepreneurship". In order to develop a conceptual model for valuepreneurship, we purposively select most relevant articles to our topic and use some keywords as selection criteria (i.e. value, values work, and/or entrepreneurship etc.). After that, we scrupulously read and analyze articles, books and other documents in gaining insight into the topic and conceptualize a new term for values work.

4. Findings

4.1. The Valuepreneur as a Concept

The valuepreneur as a concept depicts a human-actor who undertakes values work that includes an array of activities done by conscious actor(s) in an attempt to create and maintain of values. The actor required for this processes should be a human since values need a conscious, purposive and planned process in order to be born (Aulin, 1997). Valuepreneur, like a typical entrepreneur, gives life to a value or an array of values purposively in the direction of his/her own contingencies.

As DiMaggio (1998) also claims in the scope of institutional entrepreneurship, entrepreneurs have an interest in creating institutions, enterprises or values. Depending on this, valuepreneurs are also expected to have interest(s) in creating and maintaining values, or more clearly in doing values work. An entrepreneur in this line incubates ideas, assembles resources and makes things happen for a certain reason (Kao, 1993).

4.2. The Requirements for Valuepreneurship

Normative agency undertakes more critical role compared to bureaucratic since this type of agency is allowed to intervene religion-institutions without touching their core idea. By doing this, they attempt to facilitate the implementation of religio-institutions. Their main aim in doing religio-institutional work is to interpret and explicate religious rules, norms and beliefs. In addition to these, they also establish new rules by complying with religious law (in our case shariah). In this status, they seem to be the most important element of the processes in maintaining religio-institutions. Their role is fully devoted to work with the rules of religion.

An entrepreneurial mindset is required for organizations to compete successfully in the new competitive landscape through to use of carefully selected and implemented entrepreneurial strategies (Hitt et al., 2002). It means, an entrepreneur should have a bulk of strategies for being successful in launched enterprise. In this direction, valuepreneurs should also have some strategies in attempting values work. Having strategies requires analytical thinking, analysis and synthesis skills (Kao et al. 2021).

According to Filion (2021), there are six main components proposed for inclusion in a definition of the entrepreneur: (1) innovation, (2) opportunity recognition, (3) risk management, (4) action, (5) use of resources and (6) added value. Depending on this, it can be proposed that those components should also be parts of the definition of the valuepreneurship. As mentioned before, for example, entrepreneurs should deploy relevant resources in fulfilling values work undertaken by him/her. Other components (i.e. innovation, action or opportunity) should also be considered crucial requirements of valuepreneurship. In this meaning valuepreneurs should be in a character to find new ways of thinking and acting throughly in doing values work.

Additionally, being aware or alert of voids in the value structure of the organization is another requirements for valuepreneurship (Chavoushi et al., 2020). Awareness or alertness is critical elements or valuepreneurship, since through using the lens of these characteristics a valuepreneur would likely decide whether she/he should undertake values work.

4.3. The Functions of Valuepreneurship

The main function of valuepreneurship is to undertake values work which includes creating and maintaining values. In this context, valuepreneurs carefully browse the environment of the organization and make a decision on which values are required to contribute organizational success. This should be considered a critical step for values work since next steps for creating values depend on this step. For this first step, valuepreneur attempt to understand clearly expectation(s) of organizational stakeholders. According to Askeland et al. (2020) this function involves probing why people work and behave the way they do. She/he then should align her/his own values with stakeholders' values. Thus, valuepreneurs contribute to the environment of organization positively whether internal or external (Kao, 1993).

Conclusion

In this new era of doing things differently or by new ways, there is also a need to renew our understanding on values. Values, in this era, should be considered one of the crucial elements of business life whether private or public. Depending on this, new type of actors in terms of values work should be brought in fields: Valuepreneurship. This term is devoted to creating and maintaining values. To do that, there are some requirements (e.g. analytical thinking, alertness etc.) defined for valuepreneurship. In addition to this, the main function of valuepreneurs in this direction is to create and maintain values.

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Philology

Deconstruction of Schools in Barthelme's "The School"

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Abstract

For Postmodernism is based on skepticism and deconstruction of established values and institutions, postmodernist literature deals with questioning and criticizing them. Postmodernist writers find the follies with them and attack them in a playful way, prescribing change. Donald Barthelme (1931-1989) in his "The School" (1976) exhibits the various contradictions and decadent situation of schools/educational system in the postmodern period. In the work, he deconstructs the belief that schools are absolutely necessary and inevitably useful. He shows the failure, dysfunctional nature and the absurdity of present school system. He subverts the myths about the schools that they are nests of education and wisdom, places where social proprieties are taught and they prepare good futures for the future generations. On the contrary, they offer a portrait of uselessness, solutionlessness and lack of knowledge.

In the school in the work all the plants and animals die in the experiments done for the sake of science. The children are disappointed in every hopeful beginning. Death becomes common here and everybody thinks it is bad chance, which is a contradictory thought to science. The children begin to think about death more often, because they face death frequently. They begin to think the aim of life is death, which is a dangerous idea among school children. Edgar, the teacher has been passivized, he is only an observant. He confesses that there are worse situations in the other schools where he worked. He is helpless and indifferent to the problems. All this reflects the collapse of the whole school system; there is no discipline and future generations are wasted here. Barthelme through his work, urges the readers to gain social consciousness about the system.

Keywords: *Donald Brthelme, "The School", postmodern.*

1. Introduction

Postmodern period in western societies beginning in the second half of the 20th century makes itself apparent with the doubt, questioning, disintegration, and erosion of social institutions and values, which determine social existence and identity. The local and national cultures begin to mix into a global culture and with this, many established systems, beliefs and idealizations lose their importance and respect; "the reaction of its practitioners to the rational, scientific, and historical aspects of the modern age" (Milne,2009:615) marks the period. These practitioners, the postmodernist writers see the fragmentation and the daily routines as old-fashioned and feel dissatisfied with old understandings about life, reality, knowledge, society, and at last, fiction. In the same vein, "Fiction began to celebrate its own loss of signification, sought to create independent worlds of textuality and consciousness and, in authors like Pynchon … and Donald Barthelme, produced fables skeptical about genre, parodic or ironic in form that resist stable readings of the signified world" (Ruland and Bradbury, 1992:383). Unlike the traditional or modernist writers, postmodernist writers deliberately disturb the reader with the lack of purpose and clarity. Through journalistic style, the writers give as less clue as possible, often confounding the reader. Their writing has political-ideological face. In postmodernist literature, language and event are more important than character, plot and setting.

The cynical postmodern writers mix the comic and fearful and at the same time, high and popular culture. They are critical about the binary oppositions, cherishing moral relativism. They seem playful, but they are critical about social and political matters, history, art and culture. Their aim is to show the vanity of man; they prove that the importance of his productions like art and science is exaggerated. They reflect the meaninglessness, the absurdity, the irregularity of life and the contemporary culture and the world as fake and artificial.

2. Discussion

As a prominent postmodernist writer in American literature, Donald Barthelme (1931-1989) adopts a cynical vision, too. He produces works that lack characterization, logical coherence and devoir for the past values. In his ironic style and colloquial language, he criticizes present beliefs and established values. He shows the folly and contradictions in their working. As McCaffery summarizes, "…Barthelme's stories can thus be viewed as allegorical presentations of the writer attempting to create fictions in an age of literary and linguistic suspicion" (McCaffery,1979:73).

The story, "The School" (1976) begins with "Well, we had all these children out planting trees, see, because we figured that ... that was part of their education, to see how, you know, the root systems ... and also the sense of responsibility, taking care of things, being individually responsible. You know what I mean. And the trees all died… I don't know why they died, they just died" (Barthelme,2022) The narrator, it seems is a teacher; he is good-intentioned but is not capable of managing the procedures. The school staff is very eager to instill the love and care for animals and plants into the students. As readers, we only witness this anxiety, not a detail about academic work.

"So we've got thirty kids there, each kid had his or her own little tree to plant and we've got these thirty dead trees. All these kids looking at these little brown sticks, it was depressing" (Barthelme,2022). Edgar, the teacher expresses his sadness, thinks about the reasons and complains about the situation, but does not do anything thoroughly and soundly to make it clear. He does not apply for a formal institution, for example. In fact, before the death of the trees the boiler was shut off for some days and when it was cold, the snakes, which had been brought to the school, had died. He says confidently that the children are not affected by their deaths, because they know the reason. His point of view is superficial and narrow for a teacher.

Meanwhile, some plants die in the herb garden out of overwatering and Edgar says that it is good for the students to learn that they should not be watered much. He does not know how to give advice and education to the children. An incompetent teacher, he is also gutless for such activities. There are other deaths before, including gerbils, white mice and a salamander. He again consoles himself that with these experiences the students learn not to carry them in plastic bags which suffocate them. He is a negligent person; he should have warned them about this matter before as a responsible teacher.

"Of course we expected the tropical fish to die, that was no surprise. Those numbers, you look at them crooked and they're belly-up on the surface. But the lesson plan called for a tropical fish input at that point, there was nothing we could do, it happens every year, you just have to hurry past it" (Barthelme,2022). The curriculum is also inconsequent; although it is proven that the idea of tropical fish is dysfunctional, the education system urges it every year insistently.

The children bring a puppy to the class out of mercy. It is pretty, they play with it happily but Edgar is hopeless. He never warns them about its fragility, like about the other animals and plants. He is only a viewer and waits for the puppy to die. It dies eventually and he does not know the reason. He guesses about distemper or lack of shots. He never thinks about other reasons like sabotage, does not examine the reasons in a detailed way. He lacks energy and enthusiasm for the students and their activities.

A Korean orphan whom the class adopts as a charity, dies and the reason is again unknown. Another adoption is offered by the program, but they feel unwilling. The children's courage, will and eagerness die as so many deaths occur. They think about some wrong with the school or blame themselves for they think they cause the deaths. Edgar, never consoling them as an indifferent teacher, thinks that he has worked at some other schools and everywhere is the same. He links all of this succession of deaths to bad luck, which is contrary to scientific thought. He is the representative of science as a teacher but his cast of mind is backward or rudimentary.

Barthelme, to be playful exaggerates this succession of deaths: some parents and grandparents die. Moreover, a parent is killed by a burglar in their house. In addition, two students cease to exist when playing at an excavation place. It is obvious that the children die out of carelessness, but Edgar comments: "There's a court case coming out of that, the parents are claiming that the beams were poorly stacked. I don't know what's true and what's not. It's been a strange year" (Barthelme,2022). The school turns into a death machine with incapable teachers, negligent school administration, fossilized curriculum and old-fashioned and stodgy education system. The children are informed a great deal about death, guilt and violence at their early ages.

At last, the children start to question the meaning of life; they deduce from all these death events that the essence of life is death. "They asked me, where did they go? The trees, the salamander, the tropical fish, Edgar, the poppas and mommas, Matthew and Tony, where did they go? And I said, I don't know, I don't know. And they said, who knows? and I said, nobody knows. And they said, is death that which gives meaning to life? And I said no, life is that which gives meaning to life. Then they said, but isn't death, considered as a fundamental datum, the means by which the taken-for-granted mundanity of the everyday may be transcended in the direction of –

I said, yes, maybe.

They said, we don't like it.

I said, that's sound" (Barthelme,2022). The children are in fact, very clever; however, they are not given a proper education. They question life and existence on philosophical grounds but cannot receive satisfactory answers from their limited school teachers or staff. Edgar answers their questions in cliché, with ordinary, memorized words, not with new or satisfactory sentences.

At last, a new guest, a gerbil comes to the classroom and the children again become filled with joy and hope for looking after a new living thing. "In his stories Barthelme often bangs together blocks of such stuff with such force and volume that the reader finds the wreckage inhabitable. Strangely familiar and familiarly strange. The effect is to capture, realistically, our age of stuff, an age of no context where everything matters" (Martone,2005:128).

Conclusion

Although in the work Barthelme tries to make the reader bored with a succession of deaths, a political discourse is dominant under the light treating of the subject. The work is a critique of school system, which goes bankrupt in the postmodern period. The patterned and accepted belief that schools are nests of education is subverted. They do not impose future generation the national and cultural knowledge. They do not aim at bringing up ideal citizens any more. The system has collapsed with a passivized teacher, who should be the main constituent in the system; he is only a viewer. It is safe to say that he

has been missed from one school to another because of his efforts to stand upright or to resist the absurd practices. Now, he is helpless, useless and indifferent. The system transforms him and other conscious teachers into the puppets of it. With teachers whom the system turns into obscure beings, education and children that mean future, prove hopeless. Schools become only obligatory places for the children to attend, places from which young people pass seeing deaths as casual and normal things and misunderstanding the meaning and aim of life. As a postmodern phenomenon, the system produces uselessness, ignorance, lack of direction and supervision, and darkness instead of usefulness, science, solution and illumination in the postmodern age. The story epitomizes the collapse of all school system with its all ingredients in a postmodernist mockery and fun at one side and cynicism and dark humor at the other.

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Fuzûli'nin Türkçe Divan Dibacesi Üzerine

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Özet

Klasik Türk edebiyatı olarak bilinen Divan edebiyatı dönemi eserleri günümüze kadar etkisini sürdürerek derin anlamlar taşıyan eserlerdir. Bu dönemde şairler tarafından kaleme alınan eserlerin dibace bölümleri hem şair-şiir ilişkisinin analizi hem de dönemin analizi hakkında oldukça önemli bilgiler sunmaktadır. Arapça, Farsça ve Türkçe eserlerde bulunan dibace yaygın kullanımında önsöz, takdim, mukaddime ve sebeb-i telif olarak bilinmektedir. Divan edebiyatı şairleri yaşadıkları dönemde kaleme aldıkları eserlerinde hem kendilerini hem eserlerini övmüştür. Aynı zamanda şair şiir ilişkisinde başkasını tenkit aracılığı ile şairin eserini daha da ön plana çıkarması divan edebiyatı dibacelerinde sıkça rastlanan bir durumdur.

16. yüzyıl divan edebiyatında önemli bir yeri olan Fuzuli, eserlerinin dibace bölümünde eser hakkında nitelikli bilgiyi okuyucuya sunmuştur. Sanat, şiir ve şaire yönelerek şairin şiir anlayışına yer vermiştir. Eserlerinde Allah aşkı ve peygamber sevgisine yer veren Fuzuli, eserlerin iman ve salih amel ile yazılması gerektiğini belirterek şiirin Allah'ı yer ve gök'ün şairi olarak nitelendirerek eserlerini şükretmek amacıyla kaleme almıştır.

Anahtar Kelimeler: *Dibace, Divan Edebiyatı, Fuzuli.*

Abstract

The works of the Divan literature, known as the classical Turkish literature, are the works which have continued their influence until today with deep meanings. The dibace parts of the works written by the poets in this term present highly important information about both the analysis of the poet-poetry relationship and of the period. Dibace, which is found in Arabic, Persian and Turkish works, is known as preface, introduction, introduction and reason of copyright in its widespread use. The poets of Divan literature praised not only their works but also themselves in the works they wrote in their own period. At the same time, That the poet brimgs his work forefront by criticizing the others in the poet-poetry relationship is a common way to be met in the divan literature dibace very often. Fuzuli who occupies an important place in the 16th-century divan literaturer presented the qualified information to the readers in the dibace parts of his works about the work. He concentrated on poetry of the poet by turning into art, poetry and poet. Fuzuli who employed the love of Allah, and Prophet in his works wrote his works for the purpose of being thankful by describing Allah as the poet of the earth and sky stating that works should be written with faith and pure deeds.

Keywords: *Preface, Divan literature, Fuzuli.*

1. Giriş

Bir yapıtın bütünleyici parçasını oluşturan Dibace, Divan edebiyatı şairlerinin eserlerinin takdimini yaptıkları bölümdür. Farsça kökeni olan "çe" küçültme eki ile yapılan dibace, farklı görüşlerde anlam kazanmıştır. Bu anlamlarda bir görüş bu kökenin "diba" yani ipekli kumaşa verilen bir isim olduğunu, bir görüş ise "sevgilinin yüzü" manasına gelen "dibah" kelimesinin arapça lafsında olan "dallı çiçekli ipek kumaş" anlamına gelen "dibac" veya "deybac" kelimelerinden geldiği ileri sürmektedir.

Eserlerin anlam kazanmasında etkili olan dibaceler, günümüzde "bir kitabın önsözü" anlamına gelmektedir. Günümüz yaygın kullanımında giriş, önsöz, ilk söz, başlangıç gibi kelimelerle kullanılan dibace, eskiden kullanılan, "mukaddime, mukaddeme, mukaddimat, takdim, ifade-i mahsusa, ifade-i meram, temdih, tasdir" kelimeleri ile de eş anlamlıdır.

Divan şairlerinin en gözde eserleri olan divanlarında kaleme aldıkları dibaceleri, şair şiir arasında ki ilişkiyi okuyucuya açıklamakla beraber şair ve şiire ilişkin tespit ve değerlendirmelere de yer vermektedir.

2. Dibâcelerin Önemine Dair

Yaygın bir kullanımla Klasik Türk edebiyatı, Divan edebiyatı şeklinde adlandırılan, 13-19. yüzyıllar arasındaki dönem edebiyatı, bu dönemde ortaya

konulan edebiyat ürünleri açısından oldukça zengindir. Birbirinden farklı türleri bünyesinde barındıran bu edebiyat, yüzyıllar boyunca bir medeniyetin aynası olma görevini sürdürmüştür. Klasik Türk edebiyatı denilince her ne kadar akla ilk önce manzum türler gelse de bu dönemin mensur eserleri de edebiyatımız açısından oldukça önem arz etmektedir. Divan edebiyatında dibaceler manzum eserlerde daha özel bir anlam ifade etmekle beraber sebeb-i te'lifin aktarılmasıdır. Bu bölümde eserin yazılış sebebi, eser bilgisi, şairin poetikaları ve yazarın dünya görüşü ile şairin eseri okuyucudan bazı isteklerini içermektedir. Edebi bir eseri tertip etme amaçlarını, arzularını ve beklentilerini kaleme alan şairler, "*Bilhassa divan dîbâcelerinde İslâmiyet'ten sonra şiirin ve şairin durumu, vahiy ve ilhamın karşılaştırılması, peygamberle şairin farkı, şairi divan tertibine yönelten âmiller, şairlerin birer tenkit mahiyetinde olan birbirleri hakkındaki telakkileri, özel anekdot ve nakilleri bulmak mümkündür.*"[64]

Rah-i mecaz yoluyla kullanılan kelimelerden kaynaklanan bazı anlam farklılıkları dibacelerin kaleme alınış amaçlarının farklı yorumlanmasına sebep olabilmektedir. Dolayısıyla divanlardaki dibaceler dikkatle incelendiğinde her dibacenin farklı bir amaç doğrultusunda kaleme alındığı söylenilebilir. Bu minvalde eserlerde şairin ne söylemek istediği dikkate alınarak inceleme yapılmalı aksi durum hatalara sebep olmaktadır. Ayet ve hadis iktibaslarından tutun da şair-şiir ilişkisine kadar oldukça farklı konular ele alınmaktadır. Şair şiir ilişkisine dayanan dibacelerde tenkit ve değerlendirmeler ön plandadır. Tenkitler şiir ya da düzyazı aracılığı ile kaleme alınmakla beraber bazı şairler başkalarını eleştirirken kendilerini de eleştirirler.[65]

Otantik bir kaynak niteliğinde olan divan dibaceleri, dar ve geniş anlamlarla okuyucu ile buluşmaktadır. Geniş bir çerçevede yazılan dibaceler kompozisyon halini almaktadır. Kompozisyonlarda göze çarpan hususlardan biri zikrediliştir. Zikredilişlerde ayet ve hadisler aracılığı ile bir tasnif yapılması mümkün olmakla beraber şairler arasında da değerlendirme yapılması muhtemeldir.[66] Ayet ve hadislerin takdiminde örnek olarak Ali Şir Nevayi dibacesine

Besmele ile başlamış ve ardılları da bu geleneği devam ettirmiştir. Eserlere Besmele ile başlanmasında Divan şiirinin en önemli kaynaklarından olan Kur'an-ı Kerim,ve Kur'an da surelerin besmele ile başlaması, Hz. Muhammed (S.A.V)'ın besmele ile ilgili hadislerinin olması şairleri etkilemiştir.[67] Dibacelerin bir başka önemi ise, divan şiirinin ağır üslubundan kaynaklanan ifadelerin açıklanmasıdır. Türkçe Divan dibacelerinde şairler şairliklerinin'ın Lutuf ve inayeti sayesinde olduğunu ifade ederek şükrü baki kılmışlardır. Bu bölümler bazı dibacelerde uzunca hamd anlatılırken bazı dibacelerde kısaca anlatılmıştır. Böylelikle şairler eserlerinde karşı tarafa aksettirmek istediği düşünceyi açıklar.[68] Genel bir değerlendirmede dibaceler, şairlerin şiir ile ilişkisine değinmekle beraber şairlerin hayatlarına dair bilgileri de sunmaktadır. Dibace, bir eserin tenkidi, bilgilendirmesi, yorumlaması ile şairin hayata dair görüşünü, şahsiyetini ve düşünce dünyasını okuyucuya aktarmaktadır

3. Fuzûlî'nin Türkçe Dîvân Dibacesi Üzerine Bazı Dikkatler

16. yüzyıl Klasik Türk Edebiyatı döneminin önemli simalarından biri olan Fuzûlî, yazmış olduğu eserleriyle gönüllerde yer edinmiş bir şairdir. Sanat, şiir ve şair arasındaki ilişkiyi eserlerinin takdim bölümünde açıklayan Fuzuli, Türkçe ve Farsça divanlarına dibace ile başlamış ve bu dibacelerinde de şairin şiir anlayışına yer vermiştir. Şiire verdiği önem için yaptığı benzetme de ilimsiz şiirin, temeli sağlam olmayan bir duvar gibi olduğunu ve temelsiz duvarın da oldukça değersiz olduğunu vurgular.[69] Şair ve şiirin önemini, ilim ile şiirin birbirine olan bağını en detaylı şekilde açıklayan Fuzuli, farklı imalara yer vermiş ve şiiri farklı yönlerden ele alarak onu nazlı bir sevgiliye benzetmiştir. En tanınmış eseri olan Türkçe Divanı'nın başında mensur ve manzum bölümlerin olduğu bir mukaddimesi bulunmaktadır. Bu mukaddimede sözün kıymetine değinip şair ve şiirleriyle ilgili bilgiler vermiştir.[70] Şairin değeri için ızdırap ile müptela olmuş ve kerbela toprağı ile yoğrulmuş

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[64] Tahir Üzgör, "Dîbâce", TDV İslam Ansiklopedisi, C. 9, Türkiye Diyanet Vakfı Yay. İstanbul 1994, s. 278.

[65] Murat Sivri, "Türkçe Divan Dibacelerine Göre Divan Şiiri Poetikası," (Doktora Tezi, Erzincan Binali Yıldırım Üniversitesi Sosyal Bilimler Enstitüsü,2021), 168.

[66] A.g.e.

[67] Murat Sivri, "Türkçe Divan Dibacelerine Göre Divan Şiiri Poetikası," (Doktora Tezi, Erzincan Binali Yıldırım Üniversitesi Sosyal Bilimler Enstitüsü,2021), 55.

[68] Mücahit Kaçar, Halil Sercan Koşik, "Fuzuli'nin Leylâ Vü Mecnûn Mesnevisinin Dibacesi Hakkında Bazı Mülahazalar", Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi Sayı: 3/2 2014 s. 154-166, TÜRKİYE.

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[70] Sevim, Birici, "Türkçe Divanı'nda Fuzûlî'nin Söz Telakkisi", *Osmanlı Araştırmaları Dergisi,* sayı 7, 2009.

olmanın şiirlere değer kazandırdığını ifade etmektedir.[71]

Divan ve mesnevi dibacelerinde şiire ve edebiyata dair olan düşüncelerini açıkça aktaran Fuzuli, eserlerinde Allah aşkı ve Peygamber sevgisine yer vermiştir. Fuzuli'ye göre şiir, sadece nefsani duygularla yazılmamalı, eğer ki öyle yazılırsa şairlerin sonu hüsran olacaktır. Eserler iman ve salih amel doğrultusunda kaleme alınmalıdır.[72] 9 bölümden oluşan divanlarında sıra; Hamdele ve salvele, Amma bad, La-cerem, El-kıssa, El-hakk, Ümmiddür ki, Tevvakku' budur ki, La cerem, ve Dua şeklindedir.[73] Dibacelerinde Allah aşkını övmekle beraber bazı dualara da yer veren Fuzuli, üç taifeden kendisini korumasını dilerken aynı zamanda üç taifeye yönelik eleştirisini de sunmaktadır.[74] Dibacelerinde gazele de sıkça yer vermesinin sebebi, gazeli akıl sahiplerinin süsü olarak nitelendirmesidir. Bu aracı ile övgü sanatını daha da güçlü yapabilmektedir. Genel hali ile Fuzuli, eserlerinde Allah aşkı ve peygamber sevgisi ile başlayan dibacelerinde bir beyit ile şiirin tanımlamasına yer verir ve şairlik gelişiminden bahseder. Fuzuli'ye göre Allah, gök ve yer nazmının şairi niteliğindedir. Bu yüzden Allah'a sonsuz şükrün gerekliliğinden bahseder.[75] Şiirin önemine değinip şiirden anlamayanları eleştiren eserlerinde hakka kavuştuktan sonra hayr ve dua ile yad edilme temennisi ile sonlandırır.[76]

Fuzuli'nin dibacelerinin analizinde sıklıkla atıf yapılan mesnevilerinde Leyla ve Mecnun eseri bulunmaktadır. Şair, bu eserinin dibacesinde Mecnun'un mecazi bir aşktan ilahi bir aşka yönelişini anlatmak amacıyla kaleme aldığı eseri sebeb-i telifinde belirtilmiştir. Allah aşkına atıf yapılması, ilahi aşkın övülmesidir. Eserinin dibacesinde yaptığı açıklamada da Fuzuli, Leyla ile Mecnun'un hikayesini Rah-i mecaz yoluyla kullandığını belirtmektedir.[77] Fuzuli, Leylâ vü Mecnûn mesnevisinin Cenab-ı Hakk'a seslenerek başladığı dibacesinde insanın yaratılma ve Allah'ın cemaline âşık olma macerasını anlatmaktadır. Nazım ve nesir karışık olan,13 bölümden oluşan mesnevisinde geleneğe uygun olarak dibace ile başlamıştır. Mecaz yoluyla anlattığı mesnevisinde

Fuzuli ilahi güzelliği Leyla, perdenin ardında ki güzelliğe aşık olan insan ruhunu da Mecnun ile sembolize etmiştir. Eserinin önsözünde okuyucuyu hikayeye hazırlamak için anahtar görevinde kullandığı dibacesinde rubai ve düzyazı ile başlaması Fuzuli'yi diğer şairlerden ayıran özelliklerindendir.[78] Eserine üç farklı rübai ile başlayan Fuzuli mensur bölümünde ayrıntılı anlatılan düşünceler sade bir şekilde aktarılmış, ikinci rubaisinde ise gerçeği anlatmak için mecazi anlam taşıyan kelimeler kullandığını ifade etmiştir. Eserin şerhinde;

"Allah'ım!

Hakikat sırrının Leyla'sı,

vahdet sarayının perdesinden görünmeyi dileyip güzelliğinin ortaya çıkmasıyla

suretler evrenini süslendirdiğinde ve ruh Mecnun'u gaflet çölünde başıboş gezerken ilahi güzelliğin parlaklığı karşısında irade dizginlerini elden bıraktığında…"

Allah cemaline olan aşkını ve sevdasını aktarmıştır. Eserinde aynı zamanda bir dua ve temennide de bulunan Fuzuli, Leyla ve Mecnun'u sembolize ederek ilahi aşka atıf yapmıştır.[79] Dibacesinde eseri kaleme alma amacına değinirken amacının bir sanat eseri ortaya koymaktan ziyade hakiki aşkı anlatarak gizli sırları ortaya çıkarmak istemesidir. Bu vesile ile Cenab-ı hakk'a yakınlık duyarak huzura ermektir.

Sonuç

Zengin ve renkli kültür kaynaklarından beslenen divan edebiyatı Türk edebiyatının en uzun dönemi olmuştur. Divan edebiyatında dibaceler, şairin şiirle olan ilişkisini aktarmakta bir rehber niteliğindedir. Aynı zamanda dibaceler eserin bir özeti niteliğinde olmakta ve şairin bakış açısını da okuyucuya sunmaktadır. Bu dönemde kaleme alınan eserlerde dönemin en büyük şairlerinden olan Fuzuli, Türkçe, Arapça ve Farsça eserler kaleme almıştır.

[71] Tahir Üzgör, "Dîbâce", TDV İslam Ansiklopedisi, C. 9, Türkiye Diyanet Vakfı Yay. İstanbul 1994, s. 29.

[72] M. Nur Doğan, "Fuzuli'nin Poetikası", *Fuzuli Kitabı, 500. Yılında Fuzuli Sempozyumu Bildirileri*, İBB Kültür İşleri Dare Bşk. Yay., İstanbul 1996, s. 82.

[73] Şerife Yalçınkaya, Yavuz Akpınar, Prof. Dr. Tunca Kortantamer İçin, "Klâsik Nesirde English Paralelliği Üzerine - Fuzûlî'nin English Divân Dîbâcesi", İzmir, Ege Üniversitesi Edebiyat Fakültesi Yayınları, 2007, s. 530

[74] Tahir Üzgör, "Dîbâce", TDV İslam Ansiklopedisi, C. 9,

Türkiye Diyanet Vakfı Yay. İstanbul 1994, s. 279.

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[76] Murat Sivri, "Türkçe Divan Dibacelerine Göre Divan Şiiri Poetikası," (Doktora Tezi, Erzincan Binali Yıldırım Üniversitesi Sosyal Bilimler Enstitüsü,2021), 40.

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Divanlarında dibace aracılığı ile anlatmak istediğini aktarmış ve şair-şiir ilişkisine yer vermiştir. Dibacelerinde şiir sanatına yer veren Fuzuli, eserlerinde Allah aşkı ve peygamber sevgisini anlatmış ve aynı zamanda da şair şiir ilişkisinde kendine yönelik methiyelere de yer vermiştir.

Dibacelerin asıl amacı Allah'a şükür ve şairliğin bir Allah lütfu olduğunu aktarmaktadır. Şair lafzında Allah aşkı için şiir yazmanın gerekliliğini ve önemini anlatırken maddi duygularla şiir yazılamayacağını ifade eder. Belirli bölümlerden oluşan dibaceler, Allah'ın tacı olan Besmele ile başlar ve dua ve temenni ile son bulur.

Şairlerin dibacelerinde anlatmak istedikleri kaleme aldıkları eserin nasıl anlaşılmasını istediklerine yöneliktir. Yani şairler bir nevi eserin özeti ve tanımını dibace bölümünde yapmaktadırlar. Bu durum şairin eserinin anlaşılması için ayrıca bir imkan taşımaktadır. Dibacelerin ve sebeb-i teliflerin yol göstericiliği örneği Fuzuli'nin Leylâ vü Mecnûn mesnevisidir. Fuzuli bu eserinde Leyla ve Mecnun kavramlarından yola çıkarak manevi bir aşka işaret etmiş mesnevisinin önsüzünde açıklamasına yer vermiştir.

Divan şairlerinin en önemli eserleri olan divanlarına yazdıkları dibacelerinde hem kendi şiir ve şairlikleri hem de genel manada şiir ve şairle ilgili dikkate değer tespit ve değerlendirmeler yer almaktadır.

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Oxbridge ve Kültürel Sermaye Bağlamında Yahya Kemal Beyatlı

Oxbridge and ın the Concept of Cultural Capital Yahya Kemal Beyatlı

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Özet

Türk Edebiyatı'nın en önemli temsilcilerinden biri olan Yahya Kemal Beyatlı, duyuş ve düşünüş tarzı bakımından "Oxbridge" ve "kültürel sermaye" kavramlarını yansıtan bir şairdir. Oxbridge, İngiltere'nin en köklü ve en saygın üniversiteleri arasında yer alan Oxford Üniversitesi ve Cambridge Üniversitesi için kullanılan ortak bir kavramdır. Oxbridge kavramının her iki üniversitenin tarihsel geçmişi ve dünya üniversiteleri arasındaki yerleri düşünüldüğünde elitizm, kalıcılık, seçkin bir eğitim ve global vizyon gibi kavramları içine alan bir kavram olduğu görülür. Kültürel sermaye ise daha önceden de kullanılan bir kavram olmasına rağmen, Pierre Bourdieu sosyolojisine göre yeniden şekillenmiştir. Bourdieu, insanların yaşadığı tecrübeler ve aldıkları eğitimlerle kültürel sermaye birikimine sahip olduklarını düşünür.

Yahya Kemal Beyatlı, eserlerinde zaman, mekân, kültür ve tarih gibi kavramlara yer verir. Söz konusu kavramları Oxbridge gibi kaliteli ve sağlam bir yapıda ele alır. Ailesinden, çevresinden ve eğitim hayatından gelen kültürel sermayesini de eserlerine yansıtır. Türk şiirinin en seçkin örneklerini kaleme alan şairler arasında yer alan Yahya Kemal, kültürel sermayenin de tesiriyle tıpkı Oxbridge gibi global vizyon sahibi bir şair olarak kabul edilebilir.

Disiplinler arası bir çalışma olan bu çalışmada Oxbridge, kültürel sermaye kavramları ile Yahya Kemal Beyatlı arasında bir bağ kurulur. Oxbridge, kültürel sermaye kavramlarının Yahya Kemal uzamında yeri ve önemi ortaya konulur.

Anahtar Kelimeler: *Kültürel sermaye, disiplinler arası, Oxbridge, Pierre Bourdieu, Yahya Kemal.*

Abstract

Yahya Kemal Beyatlı, who is one of the most important representative of Turkish literature, is a poet reflecting the concept of "Oxbridge" and "cultural capital". Oxbridge, which is used for England's universities taking part in the oldest-line and the most prestigious University of Cambridge and University of Oxford, is the common concept.

The concept of Oxbridge, the both universities' historical background and considering the places among the world's universities, seen the concepts covering the concepts such as elitism, persistency, an elite education and global vision etc.Cultural capital is the concept which is shaped according to the Pierre Bourdieu's sociology. Bourdieu thinks people have the cultural capital stock by getting experiences and having education.

Yahya Kemal Beyatlı gives place the concepts such as time, place, culture and history in his works. He deals with the aforementioned concepts like Oxbridge in a quality and valid way. He also reflects his cultural capital which comes from his family, environment and education life. Yahya Kemal, who takes part in the most outstanding samples written by the poets of Turkish poetry and also with the effect of cultural capital like Oxbridge, has the global vision.

In our article presented its place and importance being an interdisciplinary work Oxbridge, there is a connection between the cultural capital concepts with Yahya Kemal Beyatlı and Oxbridge, in the cultural capital concepts of Yahya Kemal's space.

Keywords: *Cultural capital, interdisciplinary, Oxbridge, Pierre Bourdieu, Yahya Kemal.*

Disipliner araştırma, bir disiplinin geleneksel konu ve problem alanı üzerinde yapılan bir araştırma metodudur. Disiplinler arası araştırma ise geleneksel konu ve problem alanlarının farklı disiplinlerle birlikte belirli kavram veya kavramlar etrafında birleştirilmesidir. Disiplinler arası araştırma özellikle birden çok disiplinin inceleme sahasına girebilecek karmaşık konu, problem ve tecrübelerin incelenmesi noktasında disipliner araştırmadan ayrılır. Bu yüzden yeni bir anlayış ve yaklaşım olmamasına rağmen disiplinler arası araştırma, son yıllarda özellikle küresel olguların ön planda olduğu günümüzde, üzerinde sıkça durulan bir anlayış ve yaklaşım biçimi olur.

Son yıllarda pek çok araştırmada disiplinler arası inceleme anlayışının etkili bir şekilde kullanıldığı görülür. Zira bu yaklaşım sayesinde, incelenen konu veya problemler, bugünün post modern şartlarına cevap verecek biçimde yeniden düzenlenebilir. Ayrıca problemlerin geleneksel anlayışla elde edilen verilerinden daha farklı yönleri de ortaya konulabilir. Böylece bir veya daha çok problemin üzerinden yeni veriler elde edilebilir ve elde edilen verilerle de birey ve toplum hayatının farklı ihtiyaçları karşılanabilir.

Disipliner araştırma yaklaşımında -araştırma çoğunlukla tek bir disiplin ve konu dahilinde yapıldığı için- farklı disiplinlere ait problemler ele alındığında araştırmaların sistemli bilimsel bir organizasyon hâline dönüştürülmesi noktasında birtakım zorluklarla karşılaşılabilir. Bu yaklaşım kullanılarak yapılacak incelemelerde bir disiplinin ve o disipline ait konu ve metotların bilinmesi yeterli olabilir.

Disiplinler arası araştırma anlayışı ise birden fazla disiplin, konu ve metodu bir veya birkaç kavram etrafında bir araya getirmeye çalışır. Bu yüzden bu tür araştırmalarda, sistemli bilimsel bir organizasyona ulaşmak daha kolay olabilir. Yani disipliner araştırma yönteminde çoğunlukla tek boyutluluk, disiplinler arası araştırma yönteminde ise çok boyutluluğun mevcut olduğu söylenebilir.

Çok boyutlu özelliklere sahip olan disiplinler arası yaklaşımda temel amaç, ele alınan kavramları en az iki disiplinin bakış açılarıyla incelemek ve kavramlarla ilgili birbirinden farklı veya birbirine benzer bulguları bir araya getirmektir. Bu yüzden disiplinler arası incelemelerde araştırmacılar kendi uzmanlık alanlarının yanında, ihtiyaç hâlinde diğer disiplinlerin uzmanlık alanlarına giren bilgilere de başvururlar. Böylece disiplinler arası yapılacak bir çalışmada araştırmacının, -en azından yapılan

araştırmada kullanılacak düzeyde- etkileşim içinde bulunulan disiplinlerin en belirgin özelliklerine de vakıf olması beklenir.

Disiplinler arası araştırmalarda uygulanacak inceleme ve araştırma teorileri, pek çok teorisyenin ilgi alanına da girer. Söz konusu teorisyenlerden biri olan Jacobs, disiplinler arası ilişkiyi *"Bir kavram, konu ya da tecrübenin incelenmesi için farklı disiplinlerin yöntem bilgisini işe koşan anlayış."* [80] olarak ele alır. Jacobs'un tanımı da gösteriyor ki disiplinler arası ilişkinin esas alındığı çalışmalarda, birden fazla unsurun özelliklerine göre geliştirilen bir metot mevcuttur.

Disiplinler arası inceleme yöntemleri esas alınarak ortaya konulan "Oxbridge ve Kültürel Sermaye Bağlamında Yahya Kemal" isimli çalışmada önce "Oxbridge" ve "kültürel sermaye" kavramları ile Yahya Kemal Beyatlı'nın hayat hikâyesi ve edebî kişiliği hakkında bilgi verilir. Ardından "Oxbridge" ve "kültürel sermaye" bağlamında Yahya Kemal ele alınır.

Çalışmadaki incelemede "yapısalcı metot"a has inceleme metodu esas alınır. Bu metot sayesinde Oxbridge, kültürel sermaye ve Yahya Kemal Beyatlı merkezli bir inceleme yapılır. Böylece Oxbridge'teki atmosfer, Yahya Kemal Beyatlı'nın dünyası ve kültürel sermaye arasındaki bağlam daha anlaşılır ortaya konulur.

Çalışmanın amacı birer sosyoloji kavramı olan "Oxbridge" ve "kültürel sermaye" kavramları ile Türk Edebiyatı'nın önemli şairleri arasında yer alan "Yahya Kemal Beyatlı"nın hayat hikâyesi ve edebî kişiliği arasındaki benzerlik ve farklılıkların disiplinler arası bir yaklaşımla ortaya konulmasıdır.

Çalışmanın kapsamını ise "Oxbridge" ve "kültürel sermaye" kavramları çerçevesinde Yahya Kemal Beyatlı meydana getirir.

Oxbridge, İngiltere'nin en köklü ve en saygın üniversiteleri arasında yer alan Oxford Üniversitesi ve Cambridge Üniversitesi için kullanılan ortak bir kavramdır. Resmî olarak "Oxbridge" ifadesi bulunmamakla birlikte, son yıllarda söz konusu iki üniversiteyi birlikte ifade etmek için -bir kurgu olarak- bu sözcük kullanılmaktadır. Oxbridge sözcüğü, her iki üniversitenin vizyon ve misyon bakımından birbirlerine çok fazla benzer özellikler göstermelerinden dolayı tercih edilir. Son yıllarda daha çok bir kavram olarak kullanılmaya başlanan "Oxbridge" ifadesi; genel olarak her iki

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[80] Fırat Üniversitesi Sosyal Bilimler Dergisi, Elazığ, s.143.

üniversitenin tarihi geçmişi, faaliyet gösterdikleri mekânları ve binaları, öğrenci seçimleri ve başvuru şartları, eğitim-öğretim faaliyetleri, uygulanan öğretim programları, kütüphaneleri, yayın faaliyetleri, öğrencilere sağlanan imkânları, barınma durumları, sosyal ve sportif faaliyetleri, akademik kadrolarıyla mezuniyet sonrası elde edilen pozisyonları ifade eder.[81]

Dünyanın en iyi üniversiteleri arasında ilk 10'da yer alan ve İngiltere'deki en eski üniversite olan Oxford Üniversitesi ve yine Oxford gibi dünya üniversiteleri arasında ilk 10'da bulunan en eski ikinci İngiliz üniversitesi durumundaki Cambridge Üniversitesinde okumak ve mezun olmak öğrenciler ve aileleri için büyük bir prestij kaynağı olarak kabul görür. Bu durum, daha somut hâle getirmek istenirse İngiltere'deki önemli araştırma şirketlerinden biri olan Sutton Trust'un yaptığı bir araştırmaya bakılabilir. Zira yapılan araştırmaya göre özellikle hukuk, siyaset ve medya alanlarında Oxbridge'ten derece almak toplumun en üst kademelerine girmenin ön şartları arasında yer alır.[82]

İngiltere ve İngiltere dışında dünyadaki pek çok devlete "bilim, sanat, iş, bürokrasi ve siyasi hayat" açısından bakıldığında en önemli pozisyonların çoğunda Oxbridge mezunlarıyla karşılaşılır.[83] Bu noktada Oxbridge'in sadece İngiltere'de değil, dünyadaki en önemli elitizm (conservatism) merkezlerinden biri olduğu söylenebilir.

Elitizm, her türlü yönetimin sosyokültürel ortamda, özel sektörde veya bürokraside bir elit/elitler veya bir azınlık/azınlıklar tarafından yapılması demektir. Bu yüzden pek çok doktrin, elitizm ve elit kesimin halktan uzak veya kopuk olduğunu düşünür. Halktan kopuk olması dolayısıyla elitizm her dönemde büyük eleştireler alır.

Yapılan eleştirilere rağmen elit kesime büyük bir sorumluluğun düştüğü de göz ardı edilmemelidir. Zira elit kesim, çok eskiden beri İngiltere'de ve dünyada büyük şirketlerle devletlerin pek çok biriminde en önemli pozisyonlarda görev alır. Bu yüzden özellikle elitlerin ekonomiyi düzenleme, kurum veya kuruluşların organizasyonunu yapabilme becerileri dolayısıyla konservatif yapıları çoğunlukla göz ardı edilebilir.

Başta devletler olmak üzere sermaye sahibi kesimler elit kesimin eğitimli olmalarına büyük önem verir. Bu noktada İngiltere tarihine bakıldığında Oxford Üniversitesi ve Cambridge Üniversitelerinin elit kişileri yetiştiren merkezler olarak tasarlandığı görülür. Bu yüzden her iki üniversitenin performansları hakkında pek çok ülkede çeşitli araştırmalar yapılır.[84]

Dünya elitizminin en önemli merkezleri arasında yer alan Oxford Üniversitesi ve Cambridge Üniversitelerinin yıllık eğitim-öğretim ücretleri diğer üniversitelere göre çok daha fazladır. Buna rağmen her iki üniversite de başta İngiltere olmak üzere dünyanın hemen her ülkesinden pek çok başvuru alır.

Krallık Britanyası'ndaki bu iki üniversiteye girmek için pek çok kriterden geçmek gerekir. Kabul sürecinde, çoğunlukla varlıklı ailelerin çocukları olmak üzere toplumun her kesiminden çalışkan ve sorumluluk sahibi öğrenciler büyük bir titizlikle seçilir. Zorlu bir seçilme aşamasından sonra Oxbridge'e kabul edilen öğrenciler, araştırma ve analiz gücünü Oxbridge kültürüyle harmanlayarak öğrenirler. Yüzyıllardır katı ve disiplinli bir eğitim-öğretim modeliyle haklı bir üne sahip olan Oxbridge üniversitelerinde, aralarında Nobel ödüllü onlarca bilim insanı bulunan deneyimli bir öğretim kadrosu görev alır.

1096'da kurulan Oxford Üniversitesi, kendi içinde özerk 39 kolejden oluşur. Ayrıca bazı dernekler tarafından kurulmuş olan yedi kolej daha vardır. Toplamda 46 koleje sahip olan üniversiteye lisans ve lisansüstü öğrenciler kabul edilir. Kolejlerden 37'si lisans, yedisi lisansüstü, biri sadece akademisyenlere yönelik ve biri ise yarı zamanlı eğitim alanında faaliyetlerini sürdürür.[85]

Oxford Üniversitesinden politik sebeplerle ayrılan akademisyenler tarafından 1209'da kurulan Cambridge Üniversitesi, İngiltere Kralı III. Henri'nin yardım ve destekleri ile kısa sürede büyük bir gelişme gösterir. Üniversitede toplamda özerk 31 kolej bulunur.[86]

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[81] Daha geniş bilgi için: Applying to Oxbridge What You Need to Know 2020 Entry, Higher Education.

[82] https://www.suttontrust.com/newsarchive/oxbridge-over-recruits-from-eight-schools/

[83] Oxbridge'de sadece İngiltere okullarından mezun olan öğrenciler değil, diğer devletlerin okullarından mezun olan öğrenciler de eğitim görmektedir. Ancak Oxbridge'e öğrenci seçimi yapılırken Oxbridge'in temel kriterleri esas alınır. Daha geniş bilgi için: Applying to Oxbridge What You Need to Know

2020 Entry, Higher Education.

[84] Örnek olarak: Formal Dining at Cambridge Colleges: Linking Ritual Performance and İnstitutional Maintenance, M. Tina Dacin, Kamal Munir, Paul Tracey, Forthcoming, Academy of Management Journal.

[85] Geniş bilgi için:
https://www.ox.ac.uk/about/organisation/history?wssl=1

[86] Geniş bilgi için: https://www.cam.ac.uk/about-the-

Cambridge Üniversitesi kurulduktan sonra Oxford Üniversitesi ile aralarında, günümüzde de devam eden, bir rekabet ortamı ortaya çıkar. İki köklü üniversite arasındaki rekabet eğitim-öğretim faaliyetleri ve bilimsel faaliyetlerin dışına da taşınır. Spor faaliyetleri ve kültürel faaliyetlerde de iki üniversite rekabet hâlindedir. Bu noktada rekabet ortamının varlığı ve rekabetin çok eskilere dayanıyor oluşu, Oxbridge'in kalıcılığı ve devamlılığı için gerekli en önemli ivmelerden biri olarak görülebilir.

Dünyadaki bütün üniversiteler arasında, mezunlarının en fazla "Nobel Ödülü" aldığı üniversite Cambridge Üniversitesidir. Buna rağmen yine de Oxford Üniversitesi yayın faaliyetleri ve sağladığı kütüphane imkânları dikkate alındığında Cambridge Üniversitesinin önünde yer alır.

Oxford Üniversitesi mezunları arasında 27 İngiltere başbakanı ve 47 Nobel ödülü kazanan; Cambridge Üniversitesinden ise 14 İngiltere başbakanı, 120 Nobel ödülü kazanan mezun olur. Her iki üniversitenin mezunları arasında İngiltere ve İngiltere dışındaki milletlerden olmak üzere bilim insanları, politikacılar, avukatlar, felsefeciler, yazarlar, şairler, aktrisler, aktörler, bürokratlar, bakanlar, başbakanlar, devlet başkanları, hükümdarlar ve yüzlerce olimpiyat madalyası sahibi sporcular da vardır. Bu durum Oxbridge'in sadece İngiltere'ye değil, dünyadaki pek çok ülkeye elitler yetiştirdiğini gösterir. Bu durumda Oxbridge için köklü elit geçmişini, global bir vizyonla pekiştirdiği söylenebilir. Bu yüzden İngiltere'de Oxbridge'in global vizyonuyla ilgili çalışmalar yapılır.[87] Ayrıca pek çok ülkenin Oxbridge ile ilgili araştırmalar yapması bu vizyonun dünyadaki formal yansıması olarak kabul edilebilir.[88]

Bir global vizyon olarak Oxbridge'in, uluslararası vizonunu Oxbridge felsefesiyle pekiştirip gerçekleştirdiğini belirtmek gerekir. Oxbridge felsefesinden hareketle birtakım Oxbridge kriterleri oluşur. Öğrencileri titizlikle seçmek, belirlenen sayının üzerinde öğrenci kabul etmemek, kabul edilen öğrencilere bilimsel fikir ve sanatsal hisler vermek, öğrencilerin araştırma ve analiz gücünü geliştirmek, derslerde alanlarında söz sahibi öğretim elemanlarını görevlendirmek, devrin koşullarına uymak, farklı yöntemleri öğretmek ve öğrencilere yönetici vasıflarını kazandırmak gibi unsurlar Oxbridge'teki bu kriterler arasında yer alır.

Oxbridge, kabul ettiği öğrencilere en kaliteli eğitim-öğretimi vermeyi ilke edinir. Oxbridge'te öğrenciler genellikle varlıklı ailelerin çocuklarıdır. Ancak burslu öğrenim gören öğrenciler de vardır. Çoğunlukla varlıklı ailelerin çocuklarının öğrenim görmesi dolayısıyla Oxbridge, "lüks" ve "prestij" olarak kabul edilebilir. "Oxbridge", "lüks" ve "prestij" kavramlarının bir arada ifade edilmesinden dolayı Oxbridge'e karşı birtakım eleştiriler de yapılır. Yapılan eleştiriler çoğunlukla Oxbridge'in öğrenci seçimi ve "lüks" ortamı üzerinde yoğunlaşır. Bazı eleştirilerde "Oxbridge" ve "Fernham" karşılaştırması da yapılır.

"Fernham", halktan her kesimin kolaylıkla gidebileceği kuralları daha esnek ve daha samimi bir ortama sahip okullardır. Gerek Oxbridge, gerek Fernham'da temel amaç gelecek nesilleri yetiştirmek ve onlara "kültürel sermaye" kazandırmaktır. Ancak her iki eğitim-öğretim faaliyetinde, kültürel sermayenin anlaşılması hususunda tutum ve anlayış farklılıkları mevcuttur. Bu noktada kültürel sermaye meselesinin toplumun farklı kesimleri için farklı manalar taşıdığı ortaya çıkar. Zira Oxbridge'te "kapital" aracılığıyla parasal zenginliğe ve elitizme dayalı kültürel sermayenin artırılması, Fernham'da ise var olan koşullar vasıtasıyla kültürel sermayenin çeşitlendirilmesi esas alınır.

Oxbridge ve Fernham sadece eğitim-öğretimin konusu olmazlar. Pek çok disiplinin konusu da olurlar. Bu yüzden bu iki kavram çeşitli sanat eserlerinde de ele alınır. Bu noktada Virginia Woolf'un Oxbridge ve Fernham karşılaştırmalarını da içeren "Kendine Ait Bir Oda" isimli romanı örnek olarak verilebilir. "Kadınlar neden yaratıcı olamıyor, neden sanatçılar çoğunlukla erkeklerden çıkıyor?" sorunsalı üzerine kurgulanan bu romanda, Oxbridge erkek hakimiyetini, Fernham ise kadınların gittiği okulları temsil eder. Modernist bir yazar olmasına ve yeri geldikçe Oxbridge'i eleştirmesine rağmen Woolf, roman boyunca Oxbridge'in kadim tarihinin tesirinde kalır. Bu duruma sebep olarak Oxbridge'te çağlar boyunca yoğrularak oluşan en eski, en iyi, en sağlam, en kaliteli, en güzel ve en kalıcı imaj veya imajlar silsilesi gösterilebilir. Böylece Oxbridge'teki zaman ve değişen şartlara rağmen değişmeyen geleneksel

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university/history
[87] Örnek olarak: How Different is Oxbridge, Charlotte Freitag, Nick Hillman, Higher Education Policy Institute, HEPI Report 107.

[88] Örnek olarak Galler Büyükelçiliğinin 2014'te düzenlemiş olduğu rapor verilebilir: Final raport of the Oxbridge Ambassador for Wales, Lywoedraeth Cymru Welsh Government, 2014.

duruşunun, kendisini eleştirenleri dahi etkileme gücüne sahip olduğu ortaya çıkar.

"Kendine Ait Bir Oda"da Woolf, Oxbridge'i sık sık eleştirir. Ancak Oxbridge'in üzerinde bıraktığı olumlu tesirleri de ortaya koyar. "Kendine Ait Bir Oda"dan alınan aşağıdaki metinde bu durumu görmek mümkündür:

"Hangi fikrin beni böyle cesur bir şekilde araziye girmeye ittiğini hatırlamıyorum. Barış ruhu gökyüzünden bir bulut gibi inmişti. Eğer barışın ruhu herhangi bir yerde yaşıyorsa, orası güzel bir ekim sabahında Oxbridge'in bahçeleri ve avluları olmalıydı. Bu kadim üniversite binalarının arasından yürüyerek geçerken onların şimdiki zamanın etkileriyle yumuşayıp gitmiş olduklarını görmüştüm. Beden, sanki ses geçirmeyen mucizevi bir cam kabinin içinde gibiydi. Gerçeklerle herhangi bir temastan kaçınmış olan zihin de (çimenliğe tekrar izinsiz girmediğiniz sürece) hangi derin düşünce o anın ruhuyla uyum içindeyse onun üzerine yerleşip buraya oturmakta özgürdü."[89]

Eleştirenlerin dahi büyük bir hayranlık duydukları Oxbridge, Woolf'un belirttiği üzere *"ses geçirmeyen mucizevi bir cam kabın"* içinde kendi dünyasını yaratan, kendi yasalarını koyan ve kendine has kültür ögelerinden oluşan bir sistemdir. Bu yönüyle Oxbridge kavramı ile Pierrre Bourdieu'nun bir toplumun yüzyıllar boyunca döngüsel olarak oluşturduğu ve her toplum bireyinin davranışlarında görülen toplumsal alışkanlıklar veya kolektif davranışlar bütünü olarak kabul ettiği "habitus" kavramı arasında bir ilişki kurulabilir. Habitus, aynı zamanda "Ocak ve Zanaat" isimli kitapta belirtildiği üzere bir doğaçlamayı da mümkün kılar:

"Habitus terimi esasen yapılaşmış doğaçlamayı mümkün kılan somut duyarlılık anlamına gelir."[90]

Zira Woolf örneğinde görüleceği üzere Oxbridge ruhu, geçmişten bugüne aşama aşama bir alışkanlığa dönüşecek boyutta, kendine dokunan herkese yansıyabilir. Böylece Oxbridge'in meydana gelen habitus'un içinde, kendine özgü bir eğitim sistemine ve kültürel sermayeye sahip olduğu söylenebilir.

"Kültürel sermaye" kavramı, Pierrre Bourdieu sosyolojisinde önemli bir yere sahiptir. Çok eskiden beri kullanılan bu kavramı Bourdieu, ilk kez 1977'de Passeron'la birlikte yazdıkları ve Fransız eğitim sisteminin sosyokültürel hiyerarşisini konu aldıkları "Yeniden Üretim: Eğitim Sistemine İlişkin Bir Teorinin İlkeleri"nde *(Reproduction in Education: Society and Culture)* kullanır.

Kültürel sermaye kavramı, özellikle II. Dünya Savaşı'ndan sonra oluşan eğitsel yeterlikler ve burjuvazi üzerine yapılan çalışmalar vasıtasıyla ortaya çıkmaya başlar. Bourdieu, insanların yaşadığı tecrübeler ve aileden, çevreden ve okuldan aldıkları eğitimlerle kültürel sermaye birikimine sahip olduklarını düşünür. Ancak Bourdieu, ailenin, çevrenin, okulun ve yaşam koşullarının meydana getirdiği kültürel sermayenin fırsat eşitsizliği yarattığını da belirtir. Bu husus Eleştirel Pedagoji Sözlüğü'nde şu şekilde ele alınır:

"Savaş sonrasının Fransız refah toplumunda kültürel sermayenin -eğitsel yeterlikler ve burjuva kültürünü tanımanın- hayat fırsatlarının nasıl temel belirleyicilerinden biri olmaya başladığını; eşitsel kültürel sermaye dağılımının bireysel yetenek ve fırsat eşitliği kisvesi altında toplumsal hiyerarşiyi korumaya nasıl hizmet ettiğine ilişkin saha çalışmasına dayalı yaptıkları analiz eleştirel eğitim yaklaşımları kadar, ana akım eğitim araştırmaları üzerinde de etkili olmuştur."[91]

1970'lerde kültür, sınıf ve iktidar (güç) ilişkisi eleştirel eğitim tartışmalarında önemli bir yer edinir. Böyle bir ortamda Pierrre Bourdieu, sermaye kavramını genişletir ve daha özgün bir bakış açısıyla ele alır. Bourdieu, dört farklı sermaye türü olduğunu belirtir. Bunlar ekonomik sermaye, sosyal sermaye, simgesel sermaye ve kültürel sermayedir.

Bourdieu'ye göre ekonomik sermayeyi para, mal, mülk ve servet; sosyal sermayeyi sosyal ilişkiler ağı, tecrübeler ve sahip olunan ayrıcalıklar; simgesel sermayeyi tutum, edinim ve zevkler meydana getirir. Kültürel sermaye ise birbirinden farklı yapılardaki sınıfsal kültürlerin geçmişten bugüne taşıdığı formal ve informal yollarla elde edilen genel kültür kalıplarını içerir. Genel kültür kalıplarını ise alışkanlıklar, davranış biçimleri ve bilgi birikimi meydana getirir.

Kültürel sermaye bedenselleşmiş, nesneleşmiş ve kurumsallaşmış olmak üzere üç şekilde varlığını hissettirir. Bedenselleşmiş kültürel sermaye aile ve çevresel faktörlerin tesiriyle oluşur. Birey ve toplum "dili", "jest ve mimikleri" kullanmayı bu faktörlerin tesiriyle alışkanlık hâline getirir.

Nesneleşmiş kültürel sermaye birey ve toplumun sahip olduğu maddi unsurların etkisiyle meydana gelir. Sahip olunan evler, arabalar, kitaplar bu tür kültürel sermayeye aittir.

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[89] Kendine Ait Bir Oda, 2017, s. 13.
[90] Ocak ve Zanaat, 2007, s. 103.

[91] Eleştirel Pedagoji Sözlüğü, (Sayfa numarası belirsiz.).

Kurumsallaşmış kültürel sermaye simgesel öneme sahiptir. Akademik kimlikler, diplomalar, ehliyetler ve mesleki belgeler kurumsal sermayeyle ilgilidir.

Pierrre Bourdieu, kapitalist toplumu burjuvazi, orta sınıf ve işçi sınıfı şeklinde kategorize eder. Bu üç sınıf kendi içinde homojen bir yapıya sahiptir. Her birinde bir sınıf kültürü bulunur. Sınıf kültürü ise nesilden nesile aktarılır.

Bourdieu'ye göre kültürün nesilden nesile aktarılmasında aile ve öğrenim görülen okulların önemli bir payı vardır. Ancak okullar, egemen kültürü hem destekler hem de pekiştirir. Bu yüzden eğitim-öğretim faaliyetinin gerçekleştiği yerler, bu yönüyle toplumsal eşitsizliği yeniden üreten merkezlerdir. Bu durum Eleştirel Padagoji Sözlüğü'nde şu şekilde açıklanır:

"Bourdeeu'ye göre sosyal sınıf ve tabakaların karşılaştıkları kültürel alan olarak okuldaki toplumsal ayrışmanın şekillenmesinde özellikle bedenleşmiş kültürel sermaye kilit rol oynar. Çocukların ve gençlerin ait oldukları toplumsal sınıfa özgü düşünme, konuşma ve beden kullanım tarzları arasındaki ayrışmanın, okuldaki otoritenin ve öğretmenlerin temsil ettiği kültürel sermaye ile örtüşen toplumsal sınıflardan (burjuva ve orta sınıflar) gelen öğrencilerin avantajlı duruma geçmelerini sağladığını; bu süreçte işçi sınıfından gelen gençlerin diğerlerine göre okul aidiyeti alan seçimi ve akademik başarı açısından geride kaldıklarını; okullar eşitlik mitini sürdürürken bunun böyle süregitmesinin ise, toplumsal sınıfların yeniden üretimini sağlayan temel mekanizma olduğunu vurgulamaktadır."[92]

Bourdeeu, toplumda görülen yeniden üretimlerin pek çoğunun okullarda gerçekleştirildiğini belirtir. Buna göre kültürel sermaye de okullarda yeniden üretilir. Ancak okullardaki üretim karmaşıktır. Ayrıca her okulun genel ve özel durumuna göre de kültürel üretimde farklılıklar görülür. Okullardaki kültürel üretim sürecine ideolojik yaklaşımlar, devletin müdahaleleri, seçme ve eleme sistemleri, ırk, cinsiyet, dil ve din gibi unsurlar, öğrencilerin sosyal kökenleri, öğrenciler ve toplumsal tabakalaşma arasındaki organik bağlar, okul türleri, özel dersler ve kurslar gibi okul dışı kültürel sermayeler, eğitim sistemleri ve öğretim süreçleri etkili olur. Şu hâlde ailede başlayan kültürel sermaye birikimi, okulların karmaşık yapıları vasıtasıyla evrilir ve daha kompleks bir hâle bürünür.

Pierrre Bourdieu'nün başta tıpkı Oxbridge gibi Fransa'nın elit okulları ile sosyal üretim sistemi arasındaki bağlantıyı açıklamak için ortaya attığı kültürel sermaye kavramı daha sonra genişletilir ve sosyal sınıflardaki okullaşmanın birbirinden farklı görünümlerinin tespitinde kullanılır. Ancak Bourdieu'nün kültürel sermaye analizlerinin bir genel stratejiye işaret ettiği de belirtilmelidir. Bu hususta "Pierrre Bourdieu ve Tarihsel Analiz" adlı kitabında Bourdieu'nün sosyolojisini derleyen Philip S. Gorskı'nın tespitleri kültürel sermaye ve genel strateji arasındaki bağı ortaya koyar:

"Ancak Bourdieu'nün yöntemi nesnelleştirici ve materyalist bir analizi sembolik ve öznelleştirici bir analizle tamamlamamızı gerektirir. Buna nasıl başlayabiliriz? Bourdieu'nün kültürel sermaye analizleri bir genel stratejiye işaret eder. Marx'ın meşhur dinin toplumsal kökenleri analizine dayanan Bourdieu, kültürel hakimiyetin meşrulaştırılmasında ve kültürel sermayenin yeniden üretiminde kritik öneme sahip iki sembolik mekanizma tanımlar: Doğallaştırma ve yanlış tanıma. Kültürel sermayenin bahşettiği ayrıcalık ve iktidarın, kültürel toplumlaştırma ve eğitimin meyvelerinden ziyade doğal yetenek ve hırsın sonuçları olarak yanlış tanındıkları takdirde ve yanlış tanındıkları ölçüde meşrulaştırıldıklarını ileri sürer. Bu temel sav kolaylıkla diğer sermaye biçimlerinin meşrulaştırılmasına ve yeniden üretimine de genişletebilir."[93]

Philip S. Gorskı'nın yaptığı derlemeden hareket edildiğinde kültürel sermayenin kişiye ayrıcalıklar kazandırdığı da ortaya çıkar. Kazandırılan ayrıcalığın meşrulaşması için de sosyokültürel ortamda kültürel sermayenin bir doxa[94] şekline yani bir sanı hâline dönüşmesi gerekir. Böylece kazanılan ayrıcalıklar, ayrıcalığı elde edenler için bir hak hâlinde algılanmaya başlar.

Kültürel sermayenin daha iyi anlaşılabilmesi için eğitim sistemiyle olan ilişkisine de bakmak gerekir. Zira yine Pierrre Bourdieu sosyolojisi esas alındığında eğitim sistemi, sanılanın aksine bireyler arasındaki eşitsizliği azaltmaz. Tam tersine eşitsizliğin artmasına sebep olur.

Bourdieu'ye göre eğitim sisteminin eşitsizlikleri meşrulaştıran bir işlevi vardır. Toplumsal farklılıklar, okullarda verilen eğitimler yoluyla akademik farklılıklar hâline dönüşür. Bu durum sanki doğalmış gibi zannedilir. Hatta öğrencilerin eğitim hayatları boyunca elde ettikleri başarılar,

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[92] Eleştirel Pedagoji Sözlüğü, (Sayfa numarası belirsiz.).
[93] Bourdieu ve Tarihsel Analiz, 2015, s. 456.
[94] "Doxa" kavramının kaynağı, Sokrates öncesi ilk felsefe

metinlere kadar gider. Yunanca "kanaat" demektir. Varlığa dair yapılan çarpık ve yanlış sanılar anlamına gelir.

toplumun diğer bireylerine ideal olarak sunulur. Bir tür kurumsal sunuş hâline evrilen bu durumun, kurumsal biçimlemenin bir sonucu olarak ortaya çıktığı söylenebilir.

Bourdieu, kültürel sermayenin kurumsal bir biçim hâlinde sunulmasının uzun bir zaman içerisinde gerçekleşeceğini belirtir. Zira kültürel sermaye aileden kalan mirasın eğitim vasıtasıyla artırılmasıdır. Eğitim faaliyetlerinin uzun süreli oluşu göz önüne alındığında kültürel sermayenin bir ekonomik sermaye gibi bir anda azalıp çoğalmasının mümkün olamayacağı söylenebilir.

Aileden alınan eğitimler yoluyla kültürel sermaye, bir habitusun içinde nesilden nesile aktarılır. Ancak her ailenin kültürel yapısının yani habitusunun birbirinden farklı olduğu düşünüldüğünde, her çocuktaki kültürel sermayenin miktarı, düzeyi veya çeşitliliğinin de farklı olacağı belirtilmelidir. Bu yüzden aileden gelen kültürel sermayesi, okul kültürünü destekleyici nitelikte olan çocukların okul ortamına ve okuldan alınacak kültürel sermayeye daha kolay adapte olacakları söylenmelidir.

Şu hâlde kültürel sermayenin kazanılması ve sürdürülmesinin habitus oluşumunun temel ögeleri arasında yer aldığı söylenebilir. Böylece habitusun ortaya çıkışında aile içinden getirilen etkiler ve bireyin sınıfsal konumuna bağlı olarak ortaya çıkan tecrübelerin önemli olduğu ortaya çıkar. Ancak bu durumda, her ne kadar eşitsizlik meydana getirse de çocuğun kültürel sermaye bağlamında hazır bulunuşluğu dil becerilerinden, beğenilere hatta bakış açılarına kadar sosyologların sosyalleşme, antropologların asimilasyon dedikleri uygun kültürel sermayeye sahip olmasının önünü açar. Türk Edebiyatı'nın önemli şairleri arasında yer alan Yahya Kemal Beyatlı da dil becerilerini, beğenilerini ve bakış açılarını büyük ölçüde sahip olduğu kültürel sermayeden alarak ortaya koyar.

Yahya Kemal Beyatlı (doğ. 2 Aralık 1884, Üsküp - öl. 1 Kasım 1958, İstanbul) eserlerindeki akıcı ve ritimli üslûbu, engin imgelem dünyası, aruz vezni ve edebî sanatları kullanmada gösterdiği mahareti, tarihsel ve kültürel genişliğe olan inancı ve derin fikirli oluşuyla dikkatleri çeker. Sanatkârın sözü edilen özellikleri, çağının etkili şairleri arasına girmesine sebep olur.

Yahya Kemal, büyük ilgi duyduğu tarih alanını kültürle ve edebiyatla birlikte yoğurur. Tarihe kültürel ve edebî bir derinlik ve perspektif kazandırır. Özellikle Osmanlı Devleti'ni kuruluşundan çöküşüne kadar çok iyi biliyor oluşu ve Türk kültürünün özelliklerine vakıf olması onun

Türk tarihini ve kültürünü içselleştirmesini sağlar. Adeta eserlerinde Türk tarihini yaşar ve Türk kültürünün bütün unsurlarını yaşatır.

Tarih ve kültürü içselleştiren Yahya Kemal Beyatlı tarihsel ve kültürel sınırları da ortadan kaldırır. Bu sebeple Yahya Kemal'in Türk tarihi ve kültüründeki sınırları kaldırmasından hareketle, sanatkârlığın da sınırlarını kaldırdığı söylenebilir. Zira şiirlerinin yanında fikir yanı ön planda olan düz yazılarında da Türk tarihi ve kültürünü konu edinir. Bu yüzden Yahya Kemal'i hem sanatkâr hem de bir düşünür olarak kabul etmek gerekebilir.

Yahya Kemal, basit ve alelâde sözcüklerle muhteva, yapı, dil ve üslûbu bir araya getirmede ustalık gösteren bir şairdir. Bu yüzden basit ama okurunu geniş iklimlere götüren eserler kaleme alır. Bir bakıma başarılması imkânsız gibi görülen "şey"leri ortadan kaldırır. Bu noktada Divan Edebiyatı'nda zoru başaran şairler için kullanılan "sehl-i mümteni" yani başarılması imkânsız olanı kolay bir şekilde ifade etmek ve "sab'-ı mümteni" yani başarılamayacak kadar zor bir şeyi başarmak kavramlarını hatırlatmak gerekir. Yahya Kemal'de "sehl-i mümteni" ve "sab'-ı mümteni" kavramlarının eserleri vasıtasıyla yansıtıldığı görülür.

Yahya Kemal'deki "sehl-i mümteni" ve "sab'-ı mümteni" kavramları ile "Oxbridge" ve "kültürel sermaye" arasında bir bağ olduğu belirtilmelidir. Zira Yahya Kemal'in sanatkârlığının oluşmasında yaşadığı hayat, aile yapısı, formal veya informal olarak aldığı eğitimler ve ilişki içinde olduğu kültürel çevre önemli bir role sahiptir. Aşağıda Yahya Kemal'e ait farklı şiirlerden bölümler verilir. Şiirlerinden alınan mısralarda sanatkârın başından geçen durumlar, olaylar, aile yapısı ve aldığı eğitimlerin türlü yansımaları görülebilir. Ayrıca pek tabii olarak şairin edebî kimliği ve sanat anlayışı da bu eserlere yansımış olur.

Balkan şehirlerinde geçerken çocukluğum;

Her lâhza bir alev gibi hasretti duyduğum.

Kalbimde vardı "Byron"u bedbaht eden melâl

Gezdim o yaşta dağları, hulyâm içinde lâl,

Aldım Rakofça kırlarının hür havâsını,

Her yaz, şimâle doğru asırlarca bir koşu,

Bağrımda bir akis gibi kalmış uğultulu… [95] (Açık Deniz)

Çok insan anlıyamaz eski mûsikîmizden

Ve ondan anlamayan bir şey anlamaz bizden.

Açar bir altın anahtarla rûh ufuklarını,

Hemen yayılmaya başlar sadâ ve nûr akım. [96] (Eski Mûsıkî)

Artarak gönlümün aydınlığı, her sâniyede,

Bir mehâbetli sabâh oldu Süleymâniye'de,

Kendi gök kubbemiz altında bu bayram saati,

Dokuz asrında bütün halkı, bütün memleketi

Yer yer aksettiriyor mâvileşen manzaralardan,

Kalkıyor tozlu zaman perdesi her ân aradan. [97] (Süleymaniye'de Bayram Sabahı)

Artık demir almak günü gelmişse zamandan.

Meçhûle giden bir gemi kalkar bu limandan.

Hiç yolcusu yokmuş gibi sessizce alır yol.

Sallanmaz o kalkışta ne mendil ne de bir kol. [98] (Sessiz Gemi)

Eski Paris'te bir ömür geçti;

Jaures'in gür sadâsı devrinde,

Tunca canlandıran ilâhtı Rodin;

Verlaine absent'i Baudelaire afyonuna

Karışan bir sihirli hazdı şiir. [99] (Eski Paris)

Asıl ismi Ahmed Agâh olan Yahya Kemal, Üsküp Belediye Başkanı Nişli İbrahim Naci Bey'in oğludur. Annesi Nakiye Hanım'dır. Nakiye Hanım da İbrahim Naci Bey gibi elit bir aileye mensuptur. Zira Nakiye Hanım, devrin önde gelen şairleri arasında yer alan Leskofçalı Galib'in yeğenidir.

Yahya Kemal 18 yaşına kadar Üsküp'te, kültür seviyesi yüksek bir çevrede yaşar. Şiirlerinde geçen "Rakofça Çiftliği"ne ait hatıraları bu yıllarda biriktirir. İlkokulu bir özel okul olan "Mekteb-i Edeb"de tamamlar. Daha sonra "Üsküp İdadisi"nde öğrenim hayatını sürdürür. Bu okulda Arapça ve Farçasını geliştirir. Annesinin ölümü ve babasının bir başka kadınla evlenmesi üzerine ailede huzursuzluk baş gösterir. Huzursuzluk sebebiyle 1902'de İstanbul'a akrabalarının yanına gönderilir.

İstanbul'da bir yıl kaldıktan sonra 1903'te, gizlice Paris'e gider. Paris'e gidiş sebebi ise oradaki Jön

Türkler'le temasta bulunmaktır. Sekiz yıl kalacağı Paris, Yahya Kemal'in hem birey hem de sanatkâr kişiliğini bulacağı yerlerden biri olur.

Paris'te ilk yıl "Meaux Okulu"na, Fransızcasını geliştirmek için kaydolur. Daha sonra 1904'te "Sorbonne Üniversitesi Siyasal Bilgiler Fakültesi"ne yazılır. 1912'de İstanbul'a döner. Paris'teyken Jön Türkler'le temas içinde olur. Orada Ahmet Rıza, Abdullah Cevdet, Samipaşazade Sezai, Prens Şahabettin ve Abdülhak Şinasi Hisar en yakın arkadaşları olur.

1913'te Darişşafaka Lisesinde edebiyat ve tarih derslerine girer. "Ati", "Tevhid-i Efkâr" gibi devrin tanınmış dergilerinde yazıları yayımlanır. İlerleyen yıllarda ise "Dergâh" dergisinin kurucuları arasına girdi. Millî Mücadele başlayınca, dergi ve gazetelerde Kurtuluş Savaşı'nı destekleyen yazıları yayımlanır. 1922'de Lozan Barış Antlaşması'nı imzalamak üzere Lozan'a giden Türk heyetinde danışman sıfatıyla görev alır.

Cumhuriyet'in ilânından sonra sırasıyla Varşova, Madrid ve Pakistan'da büyükelçilik yapar. Urfa, Yozgat, Tekirdağ ve İstanbul milletvekili olur. 1958'de vefat eder.

Şiir yazmaya "Esrar" takma adıyla başlayan Yahya Kemal Beyatlı, "İrtika" ve "Mâlumât" dergilerinde yazılar kaleme alır. Servet-i Fünûn ve Fecr-i Âti şairlerini kendisine daha yakın bulur ve yeri geldikçe onların destekçisi olur.

Paris yıllarında bir yandan ünlü Fransız filozof Albert Sorel'den tarih dersleri alır, bir yandan da Fransız sembolistleriyle ilişki içinde olur. Fransız sembolistleri ve özellikle hocası Albert Sorel, onun üzerinde önemli bir yer teşkil eder. Zira şairin hayata bakış tarzı ve tarihi algılayışı Albert Sorel'in tesiriyle değişir. Bu değişme sebebiyle Türk tarihini inceleyen eserlere yönelir ve bu yönelişin sonucunda ise nev-klasik tarzını içselleştirir. Bu sırada yararlandığı Batı medeniyetini ve Batı şiirini eleştirmeye de başlar. Aşağıdaki dizelerde şairin Batı medeniyetine yaptığı eleştirilerle karşılaşılır:

Tell şarkısıyla beslenen İsviçre bilmiyor

En zorlu ihtilâlleri hürriyet uğruna.

Kanlar, bu karlı dağlara aslâ bulaşmamış. [100] (Altor Şehrinde)

Yahya Kemal, her zaman titiz bir şair olur. Bir şiirinin yazılıp tamamlanması günler, aylar hatta yıllarla ifade edilecek zamanlarda gerçekleşir.

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[95] Kendi Gök Kubbemiz, 2012, s. 7.
[96] A.g.e., s. 22.
[97] A.g.e., s. 3.
[98] A.g.e., s. 51.
[99] A.g.e., s. 97.
[100] Yahya Kemal, Kendi Gök Kubbemiz, 2012, s. 51.

"Mısra haysiyetimdir." cümlesiyle Yahya Kemal, şiir sanatına ne kadar önem ve değer verdiğini gösterir.

Yahya Kemal'in şiirlerinde muhteva, yapı, dil ve üslûp doğal bir atmosferde bir araya gelir. Şiirle ilgili hemen her unsuru yapmacıktan uzaktır. Bu yüzden şair, dış yapıdan iç yapıya doğru giden bir şiir yapısını benimser ve sözcüklerin veya sözcük gruplarının çağrışım değerlerini sembolik bağlamda ele alır. Ayrıca akıcı ritim ve ahenk sayesinde ise şiir dilini musikiye yaklaştırır. Aşağıdaki "Hayal Beste" şiirinde, pek çok şiirinde olduğu gibi musiki ve şiir arasındaki ince çizgiyi ortadan kaldırdığı, şiir ile musikiyi bir potada erittiği görülebilir:

Resme aksettirebilseydin eğer, ömrünce,

Ebedî cedleri karşısında görürdün, canlı.

Gönlüm isterdi ki mâzini dirilten san'at,

Sana târîhini her lâhza hayâl ettirsin. [101] (Hayal Beste)

Yahya Kemal Beyatlı; Divan Edebiyatı'ndan Tanzimat Edebiyatı'na, Tanzimat Edebiyatı'ndan Cumhuriyet Dönemi Türk Edebiyatı'na kadar hemen her dönemin duyuş ve düşünüş tarzlarına vakıftır. Ayrıca bizzat Fransa'da geçirdiği yıllarda ise Batı Edebiyatı'nı tanır. Batılı şiir anlayışını tam manasıyla tanıdıktan sonra Batı şiirinden aldığı unsurlara eserlerinde yer verir. Ancak Yahya Kemal'in Batı'yı aynen taklit etmediği ve Batı Edebiyatı'nı öykünmediğini de belirtmek gerekir. Yahya Kemal Batı beğenisini, yerli beğeniyle birleştirir. Yani Batı şiiriyle Türk şiirini bir araya getirir ve iki farklı coğrafyanın sentezini yapar. Bu sentez neticesinde ise kendi şiir dilini ve üslûbunu ortaya koyma imkânını elde eder. Titiz ve sabırlı mizacı sayesinde ise sayıca az; ancak sağlam, kaliteli ve estetik şiirler ortaya koyar. Aşağıdaki "İstanbul Ufuktaydı" şiiri şairin titiz ve sabırlı mizacının bir yansıması olarak sağlam, kaliteli ve estetik bir şiir olarak ortaya çıkar:

Bir saltanat iklîmine benzer bu şehirde,

Hulyâ gibi engin gecelerde,

Yıldızlara karşı,

Cânanla berâber,

Allah içecek sıhhati bahşetse…

Bu kâfî!.. [102] (İstanbul Ufuktaydı)

Yaşadığı yıllarda şiirlerini, bir şiir kitabı hâlinde yayımlamayan, sadece dergi ve mecmualarda eserlerini yayımlayan Yahya Kemal'in şiirleri, ölümünden sonra "Kendi Gök Kubbemiz" ve "Eski Şiirin Rüzgârıyle" isimlerini taşıyan iki şiir kitabı olarak yayımlanır.

"Açık Deniz", "Sessiz Gemi", "Akıncılar", "Bir Tepeden", "Sessiz Gemi", "Siste Söyleniş", "Ok", "Mehlika Sultan", "Mohaç Türküsü", "Itrî", "Vuslat", "Erenköyü'nde Bahar" "Endülüs'te Raks" gibi birbirinden değerli ve tanınan şiirlere sahip olan Yahya Kemal ailesi ve kültür çevresinden aldığı kültürel mirası, tıpkı Oxbridge'in Fransız karşılığı olan Sorbonne Üniversitesinde edindiği kültürel değerleri eserlerine yansıtır. Zira Yahya Kemal'in şiirlerindeki üretime bakıldığında kültür sermayesinin çok fazla ve çok çeşitli olduğu görülür.

Özellikle hocası Albert Sorel'den aldığı tarih bilgisi şiirleri ve nesirlerine tarihsel bir boyut kazandırır. Pek çok şirindeki tarihî ve kültürel plan, tıpkı bir habitus gibi bir alışkanlığa dönüşür. Böylece şairin, şiirlerinde Pierre Bourdieu'nün habitus kavramına benzer kendine özgü bir habitus yarattığı söylenebilir.

Ayrıca Yahya Kemal'in eserlerinde, sezgi felsefesiyle zaman ve rüyaya farklı bir boyuttan bakan Henry Bergson'un da tesirlerinin olduğu görülür. Zira Yahya Kemal Beyatlı, Bergson'un yekpâre zaman olarak adlandırılabilecek olan duree'sini eserlerine yansıtır. Böylece bugün, geçmiş ve geleceği bir fanusun içindeymiş gibi bir araya getirir. Bu bir araya getirişte mekâna da tarihsel bir mana kazandırdığı söylenebilir. Geçmişte yaşanan bir olaydan yola çıkılarak yazılan "Mohaç Türküsü"nde habitus ve duree'yi duymak ve hissetmek mümkün olabilir:

Bir bahçedeyiz şimdi şehitlerle berâber;

Bizler gibi ölmüş o yiğitlerle berâber.

Lâkin kalacak doğduğumuz toprağa bizden

Şimşek gibi bir hâtıra nal seslerimizden! [103] (Mohaç Türküsü)

Adeta kendine ait bir habitus'un içinde şiir ve nesirler kaleme alan Yahya Kemal, ailesi ve yetiştiği çevresinden gelen kültürel miras ile Sorbonne Üniversitesinde aldığı elit eğitimi eserlerinde harç olarak kullanır. Yani şair bu harçla, entelektüel kültür sermayesini oluşturan tüm unsurları bir araya getirir ve sökülüp parçalanamayacak şekilde birbirlerine bağlar. Böylece kültürel sermayesi

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[101] A.g.e., s. 21.
[102] Yahya Kemal, Kendi Gök Kubbemiz, 2012, s. 39.

[103] A.g.e., s. 14.

zengin ve dokunulduğunda sağlamlık hissi veren şiirlere sahip olduğu görülür.

Yahya Kemal, edebiyat sahasında ürettiği eserlerde Oxbridge tarzını yansıtan eğitim hayatını ve biriktirdiği kültürel sermayesini mekân -kendi deyimiyle iklim- vasıtasıyla en uzaklara kadar götürür. Zira şiirlerdeki "vatan toprakları", "fethedilen uzak diyarlar", "Aziz İstanbul" ve "İstanbul'un semtleri" ve "Rakofça kırları" tüm derinlikleriyle bir "Oxbridge" gibi yükselir. Şiirlerindeki bu yükseliş şunu gösterir: Elit bir şair olarak Yahya Kemal, elit kesimin sorumluluk duygusunu tüm benliğiyle yaşar. Zira eserlerinde Türk tarihi ve Türk kültürüne duyduğu saygı ve sevgiyi okuyucusuyla arasındaki bir bağa dönüştürür. Duygu ve düşünceyi dönüştürmesi yani başka bir hâle getirmesi Yahya Kemal'in kültürel sermaye bakımından zengin oluşunun bir başka işareti olarak kabul edilebilir.

Yahya Kemal'in eserlerindeki zaman ise takvimlerde geçen dakika, saat, gün, ay veya mevsim olarak kabul edilmemelidir. Yahya Kemal'de zaman bugün ve geçmiş tarihleri ihtiva eden bir sezgiyi temsil eder. Bu sezgi neticesinde ise mekân, tarih ve kültürde var olan geniş perspektif yakalanır. Böylece sanatkârın sezgi yoluyla yakaladığı geniş perspektifin, aslında var olan kültürel sermayesini daha da zenginleştirdiği söylenebilir. Ayrıca şairin şiir yazma gayesinin okurda tarihsel ve kültürel şuur oluşturmak olduğu düşünüldüğünde, elde ettiği zengin kültürel sermayeyi okuruyla paylaşma arzusunda olduğu da belirtilmelidir.

Sanatkârdaki paylaşım duygusu sayesinde okuyucu, ondaki Oxbridge tarzı sağlam ve estet kişilikle tarih ve kültürden kopmadan artırdığı kültürel birikimi rahatlıkla görme imkânını elde eder. Bu noktada dikkatli okuyucu Yahya Kemal'in eserlerindeki mimarinin Oxbridge'teki tarihî yapıları; musikinin Oxbridge'teki besteleri ve temanın ise Oxbridge'teki episteme'yi [104] sembolize ettiğini kavrayabilir. Bir şehri meydana getiren mimarinin o şehrin ruhu olduğunu düşünen Yahya Kemal'in mimariyle ilgili düşüncelerinde bu durum görülebilir:

"Mimârîyi yalnız mimârî ve hendese nokta-i nazarından adıyle ihyâ etmek hatadır. Çünkü mimârîye zamânın giydirdiği bir kisve vardır. İşte o millî peyzaj'dır. Buna bir misal Beyazid Câmiidir. Beyazid Câmii'nin önünde kahveler arkasında

Sahaflar Çarşısı vardır. Bilhassa Sahaflar Çarşısı'nı ele alalım. Bu manzara hiçbir dekorcunun icâd edemeyeceği kadar güzeldir. Ve üstelik mâzîyi göz önünde canlı bir vesika gibi bulundurur. Çok cezrî düşünen bir belediyeci fecî bir günah olarak, Beyazid Câmii'ni yalnız mimârî eseri olarak ortaya çıkarmak istese ve Sahaflar Çarşısı'nı kaldırsa ne kadar fenâ olur, değil mi? Demek ki zamânın bir de kendi mimârisi vardır, etraf her zaman tufeylî değildir."[105]

Oxbridge, sağlam kurallarla geçmişten bugüne kadar bozulmadan ama çağın gereklerini de içine alarak gelmiş bir sistemdir. Bu sistemde ritim önemlidir. Zira sistemin ritmi bozulduğunda habitus'a benzeyen kolektif Oxbridge ruhu ortadan kalkar. Yahya Kemal'in şiirlerini de Oxbridge gibi geçmişten bugüne kadar hiç bozulmadan gelen; ama çağın gereklerinden de kopmayan tarihî ve sanatsal sistemler olarak görmek gerekir. İşte bu tarihî ve sanatsal sistemde de ritim önemlidir. Zira ritim olmadan tarihin akışı ve tarihsel olayların arka planı tam manasıyla ortaya konulamaz. Ayrıca Türk kültüründe saz çalmanın ayrı bir yerinin olduğu ve halk hikâyelerinin dahi bir nağmeyle anlatıldığı da hatırlatılmalıdır. Ritim konusunda Yahya Kemal'in fikirleri şu şekildedir:

"Şiir, bir ritm yâni nazım sanatı olduğu için güfteden önce bestedir. Mısralarımda nağme duyulmayan bir manzumeyi, şairimiz sadece bir güfte sayar ve onu nesir sahasına atar."[106]

Yahya Kemal Beyatlı'nın Oxbridge tarzı elit kişiliğinin bir diğer yansıması da hem özel hayatı hem de edebiyat dünyasında daima titiz davranışlar sergilemesidir. Paris'te Batı medeniyetinin ince detaylarını öğrenen ve bulunduğu büyükelçilik görevlerinde protokol kurallarıyla hareket eden Yahya Kemal, ister istemez günlük hayatında dengeli, düzenli, uyumlu ve titiz bir kişiliğe bürünür. Bunların yanında gençliğinde Üsküp ve daha sonraki yıllarda ise İstanbul'da katıldığı edebiyat sohbetlerinde edindiği edebî bakış ile ailesi ve çevresinden aldığı ahlakî değerlerin de şairin titiz mizacı üzerinde olumlu etkileri olduğu söylenmelidir. Sanatçının daima en iyi şiire odaklanması, sözü fazla uzatmaması, fazla şiir yazmamış olması ve yazdığı şiirlerde sözcük seçimlerinde duyarlı oluşu titizliğinin yani Oxbridge ruhunun şiirlerine bir yansıması olarak telakki edilebilir.

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[104] Episteme, felsefe tarihinde genel olarak bilgi demektir. Epistemoloji'deki episteme kavramından gelir. Epistemoloji, episteme ve logos terimlerinin birleşiminden meydana gelir.

[105] Çocukluğum, Gençliğim, Siyasî ve Edebî Hâtıralarım, İstanbul, s. 39-40.
[106] Edebiyata Dair, 1977, s. 7.

Mesela; "Rindlerin Ölümü"nde kullandığı "kanayan renk", "ağaran vakit", asude bahar ülkesi", "yıllarca tüter", "serin serviler" ve "gül açar" söz veya sözcük grupları alelâde seçilmemişlerdir. Şair, Türkçedeki pek çok sözcük arasından seçimini yapar ve söz konusu söz veya sözcük gruplarını şiirinde kullanmaya layık görür. Tıpkı Oxbridge'te öğrenci seçiminde uygulanan kriterler gibi o da şiirlerinde yer alacak ifadeler için kendine has bir kriter uygular. Ayrıca "Rindlerin Ölümü"nün ikinci dörtlüğünde geçen "servi" sözcüğü, şiirin ilk yayımlanan hâlinde yer almaz. Şiirin ilk yayımlanan hâlinde "servi"nin yerinde "soğuk" sözcüğü yer alır. Yahya Kemal, uzun yıllar sonra "serin" sözcüğünün diğer sözcüklerle birlikte daha manalı olacağına karar verir ve "soğuk" sözcüğünü şiirden çıkarır. Bu durum Yahya Kemal'de hem genişleyen hem de derinleşen bir kültür sermayesi ve en iyiyi seçip en iyiyi kalıcı kılmayı amaçlayan bir Oxbridge ruhunun var olduğunu gösterebilir. Aşağıdaki dizelerde bu durumu görmek mümkün olabilir:

Hafız'ın kabri olan bahçede bir gül varmış;

Yeniden her gün açarmış kanayan rengiyle.

Gece; bülbül ağaran vakte kadar ağlarmış

Eski Şiraz'ı hayal ettiren ahengiyle.

Ölüm asude bahar ülkesidir bir rinde;

Gönlü her yerde buhurdan gibi yıllarca tüter.

Ve serin serviler altında kalan kabrinde

Her seher bir gül açar; her gece bir bülbül öter.
(Rindlerin Ölümü)

Elit bir şair olarak Yahya Kemal, şiirlerinde "Ok" şiiri dışında daima aruz veznini kullanır. Şiir birimi olarak beyit veya bendi tercih eder. Şairin tercihlerine bakıldığında, tercihlerini alelâde yapmadığı anlaşılır. Zira Yahya Kemal, nevklasik anlayışın sürdürülmesinden yanadır. Bu yüzden eskiye ait unsurlarla yeni unsurları bir araya getirir. Saray ya da geçmişin kültürünü unutmaz. Bu noktada Oxbridge'le kesişir. Zira Oxbridge, aslında İngiltere "Krallık"ına ait unsurları bozmadan nesilden nesile ulaştırır. Yahya Kemal de Osmanlı "İmparatorluk" kültürüne ait vezin ve birim sistemini kullanarak geçmişin üst düzey kültürünü bugüne taşır.

Yahya Kemal Beyatlı'nın Divan Edebiyatı'nın özelliklerini, yeni şiirle birlikte sürdürme arzusu

kısa sürede tenkit edilir. Özellikle başta Yusuf Ziya Ortaç olmak üzere Türk Halk Edebiyatı'na ait unsurları kullanarak şiir yazılması gerektiğini savunan "Beş Hececiler" tarafından eleştirilir. [107] "Beş Hececiler"e göre Yahya Kemal'in şiirlerinde kullandığı aruz ve beyit "eski"yi yani "Saray"ı sembolize eder. Bu yüzden onlara göre Yahya Kemal'in yazdığı eserler eskiye yani "Saray"ın hüküm sürdüğü düne aittir. Bu durum bir bakıma "Oxbridge" ve "Fernham" arasındaki eleştiriyle duyuş ve düşünüş bakımından benzerlik gösterir.

Yahya Kemal Beyatlı, üzerinde tıpkı "Oxbridge" ve "Fernham"a benzer birtakım eleştiriler yapılmasına rağmen daima takdir edilen bir sanatçı olarak kabul görür. Bu noktada Yahya Kemal'i eleştiren kesimin Yahya Kemal ve eserlerine karşı aslında Virginia Woolf'ün Oxbridge'i hem eleştirmesi hem de Oxbridge'e hayran olmasına benzer bir bakış açısına sahip oldukları söylenebilir. Ayrıca Yahya Kemal'e duyulan bu hayranlıkta, Yahya Kemal'in bir İstanbul şairi olmasının da büyük tesiri vardır.

İstanbul, Oxbridge'teki gibi tarihi ve kültürel bir habitus ve duree'ye sahiptir. İstanbul da Oxbridge gibi dünyanın en önemli kültür merkezlerinden biridir. Zira İstanbul Doğu ve Batı medeniyetlerini kendi bünyesinde eriten ve bu iki medeniyet sahalarını geçmişten bugüne birbirine kenetleyen bir şehirdir.

Yahya Kemal Beyatlı, yazdığı eserler vasıtasıyla geçmişte kalan İstanbul'u bugüne ve yarınlara taşır. Böylece Oxbridge'e benzeyen İstanbul'un kalıcı, sağlam, elit ve estet yapısını tarihî ve kültürel atmosferde yaşatmaya çalıştığı söylenebilir. Aşağıdaki "İstinye" şiirinden alınan dizelerde bu durumu görmek mümkün olabilir:

İstinye körfezinde bu akşam garipliği

Bir mihnetin sonunda tesellî kadar iyi.

Hulyâ, serinleşen köyü, her an morartıyor;

Sessiz gelen saat başı sürdükçe artıyor.[108] (İstinye)

Sonuç

Sonuç olarak Yahya Kemal Beyatlı'nın gerek özel, gerek edebî hayatında Oxbridge ve kültürel sermayenin izleri görülür. Yahya Kemal Beyatlı ailesi ve etkileşim içinde olduğu çevresi ile öğrenim gördüğü seçkin okullar vasıtasıyla Oxbridge'e has

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[107] Cumhuriyet kurulduktan sonra edebiyat sahasında "Dünküler-Bugünküler" şeklinde bir tartışma yaşanır. Bugünküler daha çok Beş Hececiler, Nazım Hikmet ve Halide Nusret'tir. Bugünkülerin sözcülüğünü genç muharrir Yusuf Ziya Ortaç üstlenir. Yusuf Ziya, haftada bir yayımlanan ve "Bugünküler"i destekleyen

Alemdar gazetesinin "Edebî Nüsha"sını yönetir. Burada çıkan yazılarında Cenap Şahabettin, Ahmet Haşim ve Yahya Kemal'in şiirlerini "köhnemiş" bulur ve eleştirir (Türk Dili ve Edebiyatı Dergisi, İstanbul, s. 349.).
[108] A.g.e., s. 32.

üst düzey bir eğitim alır. Girdiği kültürel çevreler, büyükelçilik ve milletvekilliği görevleri ve üniversite hocalığı kültürel sermayesini artırır. Sorbonne Üniversitesinde, Albert Sorel'in tesirinde kalır ve nevklasik bir hayat görüşünü benimser. Eserlerinde bir imparatorluk başkenti olan İstanbul'un tarihî ve kültürel yapısını işler. Şiirlerinde, biri -"Ok" şiiri- hariç, daima Divan Edebiyatı'nda kullanılan aruz veznine yer verir.

Karakter olarak titiz ve sabırlı birisi olan Yahya Kemal, bu kişilik özelliğini eserlerine yansıtır. Zira Yahya Kemal'in kaleme aldığı şiirler sayıca çok azdır. Buna rağmen Türk Edebiyatı'nın en önemli şairleri arasına girer. Bu durum tıpkı Oxbridge gibi kalite ve sağlamlığa önem verdiğini gösterir. Zira Yahya Kemal Beyatlı, saf şiire has temalara evrensel değerler yükler. Böylece sanatçının, Oxbridge'in kalıcılıkta yakaladığı global vizyonu eserlerinde yansıttığı söylenebilir.

Global bir vizyona sahip olmasına rağmen Yahya Kemal Beyatlı, "asude bahar ülkesinin peşinde bir İstanbul aşığı" olarak koşar. "Türkçe benim ses bayrağım, bu dil ağzımda annemin sütüdür." diyen şair millî değerlere önem ve değer verdiğini de ifade etmiş olur. Böylece global kişiliğinin temelinde millî unsurların yer aldığını belirtmiş olur. Buradan Yahya Kemal'in etkileşim içinde olduğu hemen her ortamdan yararlandığı ve farklı kültürlere açık olduğu sonucu çıkarılabilir.

Yahya Kemal, çok yazmaktansa az ama kaliteli eserler ortaya koymaya çalışan bir şairdir. Bu yüzden eserlerindeki sağlam yapı, tıpkı Oxbridge'in tarihî binaları gibi depremlerden hasar görmez. Ayrıca Oxbridge gibi Yahya Kemal ve eserlerinin de günden güne daha fazla değer kazandığı söylenebilir.

Anlaşılacağı üzere Yahya Kemal, hem eski hem de yeni kültürün bir arada yaşaması gerektiğine inanır. Ancak yaşadığı yıllarda, sadece yeninin varlığına inanan çevreler de mevcuttur. Şair, yaptığı eski ve yeni sentezi dolayısıyla bu çevreler tarafından sık sık eleştirilir. Ancak onun görüşlerini anlayan kesimler daha fazladır.

Nihat Sami Banarlı ve Ömer Seyfettin Yahya Kemal'i ve düşüncelerini tam manasıyla anlayanlar arasında yer alırlar. Banarlı, bu hususta şunları söyler:

"Her mısraını hâlis şiir anlayışına en uygun bir mûsıkî cümlesi hâlinde söylemek için, şiirlerini dünya târihinde görülmüş bir sabırla işledi."[109]

Ömer Seyfettin'in Yahya Kemal'le ilgili görüşleri şöyledir:

"Cancağızım! Yahya Kemal'e bayılıyorum. Ben lâleden bahsetsem kuru karanfile döndürürüm. Halbuki Yahya Kemal çalı süpürgesini lâleden bahseder gibi anlatır."[110]

Nihat Sami Banarlı ve Ömer Seyfettin'in Yahya Kemal için sarf ettikleri ifadeler, şairin Oxbridge ve kültürel sermaye bağlamında sanatın en üst noktalarına eriştiğini kanıtlar niteliktedir. Ayrıca Yahya Kemal, *"Dönülmez akşamın ufkundayız."* mısraıyla tarih, zaman ve mekânın insanla birlikte olgunlaşıp bugüne ulaştığını ve yarınlara ulaşacağını da ifade etmeye gayret eder. Bu ulaştırma gayretleri dolayısıyla Yahya Kemal Beyatlı'nın kültürel sermaye ve Oxbridge'in çerçevesini daha geniş bir alana doğru ulaştırdığı söylenebilir.

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H/ Sesinin Doğu Trakya Ağızlarındaki Fonetik Seyri

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Özet

Osmanlı Devleti'nin fütuhatlarının ilklerinden olması sebebiyle oldukça kıymet arz eden Rumeli, Osmanlının iskân politikasının da bir gereği olarak, bu coğrafyaya yerleştirilen Anadolu Türkleri ve bu Türklüğün bu muhitte meskûn olduğu süreç içerisinde, burada mukim olan halklarla; sosyal, kültürel ve siyasi açılardan çeşitli etkileşimde bulunmuş, bu etkileşimin doğal bir sonucu olarak da pek çok Rumeli Ağzının oluşması mukadder olmuştur.

Rumeli coğrafyasında mukim olan halklarla bir arada yaşayan Türklerin devleti olan Osmanlı; ilkin 1877-1878 Osmanlı-Rus Harbi, daha sonra Balkan ve I. Dünya Savaşları gibi pek çok savaş ve onlarca cephede, çok uzun yıllar savaşmak zorunda kalmış, uzun süren savaşlar ve isyanlar sebebiyle de zayıflayarak hâkimiyetini kaybetmiş ve hâkimiyetini kaybettiği bu topraklardaki gayrimüslim yönetimler tarafından, burada yaşayan Türk ve diğer Müslüman unsurlar, Doğu Trakya ve Anadolu'ya göçe zorlanmıştır.

Bu göç dalgası, pek tabii bir sonuç olarak kendisini en çok Doğu Trakya'da (Türkiye Trakya'sı) hissettirmiş ve böylece Türk Trakya'sı göçlerle gelen bu karışık ağız özelliklerini bünyesine almıştır.

Bildirimiz, Türk Trakya'sındaki karışık ağız özelliklerini bünyesine alarak bazı seslerde âdeta karakteristik şekillere bürünerek kendini çeşitli örneklerle gösteren /h/ sesi ve bu sesin bu ağızlardaki fonetik seyri üzerine olacaktır.

Anahtar kelimeler: *Doğu Trakya Ağızları; /h/ ünsüzü; ses olayları.*

Abstract

Rumeli, a place of great importance for being one of the first victories of the Ottoman Empire, has witnessed various social, cultural and political interactions between the Anatolian Turks who were settled in the region as a requirement of the settlement policy of the Ottoman Empire and other people settled in the region during the Turkification process. As a natural result of these interactions, many Rumelian dialects have emerged.
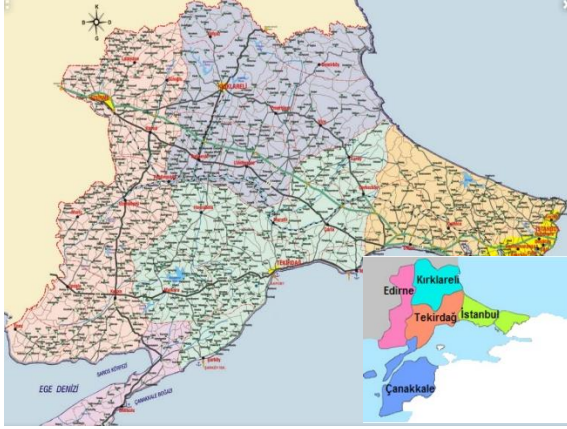
The Ottoman Empire, the state of the Turks living together with the other people settled in the region faced many wars including the Russo-Turkish War of 1877-1878, the Balkan wars and World War I and had to fight for many years throughout these wars on dozens of fronts, and subsequently got weakened and lost its dominance due to long-lasting wars and rebellions. Thus, Turks and other Muslim elements were forced to migrate to Eastern Thrace and Anatolia by non-Muslim authorities in these lands. This migration wave naturally made itself felt mostly in Eastern Thrace, and thus Eastern Thrace incorporated these mixed dialectic features that came with the migrations.

This study focuses on the /h/ sound and the phonetic course of this sound in terms of the dialect, which has acquired unique features in some sounds by incorporating the multiple dialectic features in Eastern Thrace, and has thus revealed various examples.

Keywords: *Eastern Thracian Dialects; /h/ consonant; sound events.*

1. Giriş

Doğu Trakya, Türkiye Trakya'sı ya da Türkiye'de halk dilinde sadece Trakya, Trakya Bölgesinin Türkiye sınırları içinde kalan kısmıdır. Batısında Meriç Nehri ve Yunanistan'a bağlı Batı Trakya, kuzeyinde Bulgaristan'da kalan Kuzey Trakya ve Karadeniz, doğu ve güneyde ise sırasıyla İstanbul Boğazı, Marmara Denizi, Çanakkale Boğazı ve Saroz Körfezi ile çevrilidir. (https://www.trakyanet.com/rumeli/makale/trakya-makale/1418-dogu-trakya.html)

Figure 1.

2. /H/ Ünsüzü

Gırtlakta teşekkül eden fonemleri Üçok, 1) Gırtlak kapanma fonemi, 2) Gırtlak üfleme fonemi, 3) Gırtlak titreme fonemi, ve gırtlak sürtünme fonemi olarak dört kısımda sınıflandırdıktan sonra, bu dört fonemin dördünün de Semit dillerinin ürünü olduğunu ve daha sonra bunların hepsinin Türkçe ve başkaca diğer bazı dillere (İndogermen dillerine bir ikisi) geçtiğini belirtir (Üçok, 1951 : 25).

Bu sınıflandırmalardan konumuzla da doğrudan ilişkili olması ve daha çok da ağızlarda yaygın olarak kullanılması ve bu sesin ağızların bazılarında kullanımdan düşmesi dolayısıyla /h/ *gırtlak üfleme fonemi* önem arz eden seslerdendir. Üçok, Bu fonemin gırtlakta ses yarığının kalın tarafının bir üçgen teşkil edecek şekilde yarı açık bulundurulup kuvvetli bir nefes cereyanının geçirilmesi ile elde edildiğini, burada nefesin tercihal kıkırdağının teşkil ettiği yarıktan dışarı itildiğini ve aynı şeyin aşağı yukarı kuvvetli fısıldama anında da meydana geldiğini zikrederek bu sesi [ç] fısıldama fonemi olarak adlandırmıştır (Üçok, 1951 : 27).

Semit dilleri için karakteristik bir ses olan *gırtlak titreme fonemi*, ses dudaklarının kuvvetli bir şekilde birbirine yapıştırılması ile elde edilir; fakat burada serbest bir ton vücuda gelmediği gibi tam bir kapanma sesi de teşekkül etmez. Hemen hemen kapalı bulunan ses yarığından nefes dışarıya itildiği esnada ses telleri düzensiz bir şekilde ihtizaz eder ve bu arada çıkan ses çatlayıcı bir karakter kazanır. Bazen [ḫ] şeklinde de gösterilen [sızıcı artdamak hırıltılı h'si] Semit dillerine has bir özelliktir (Üçok, 1951 : 27).

Semit dillerinde gırtlakta husule getirilen, bilhassa bu diller için karakteristik olan ve Avrupa dillerinin fonem sistemlerine de girmiş bulunan ve *gırtlak sürtünme fonemi* olarak da ifade edilen /h/[gırtlak] ünsüzünü Üçok[h]; Ses yarığı, ses tellerinin nefesle ihtizaz edemeyeceği şekilde tamamen açık bulunur ve nefesin kuvvetlice dışarıya verilmesi sırasında nefes, ses tellerinin kenarına sürtünerek, sürtünücü bir ses veya nefes sesi çıkarır. Bu sebepten /h/ ye nefes fonemi de denir (Üçok, 1951 : 28) şeklinde açıklamıştır.

Bilindiği gibi Türkçe kelimelerde ön seste *ḥ* konsonantı yoktur. Bugün *ḥ* sesi ile başlayan kelimeler, Eski Türkçe devresinde *ḳ* sesi ile başlamaktaydı [*ḳan* > *ḥan*, *ḳatun* > *ḥatun*, *ḳanı* > *ḥanı* vb]. Eski Türkçede *ḳ* sesi ile başlayan birkaç kelimede bu ses, Batı Türkçesinde *ḥ* olmuştur. Eski Anadolu Türkçesinde devam eden bu değişiklik daha sonra bu sesin kesin olarak *ḥ* olmasıyla tamamlanmıştır (Yelten, 2019 : 91; İnce, 2017 : 65).

2.1. Doğu Trakya Ağızlarında /h/ sesi

Bilindiği gibi Osmanlı Devletinin hâkimiyetini kaybettiği Rumeli topraklardaki Türk ve diğer Müslüman unsurlar, daha çok Doğu Trakya göç etmek zorunda kalmışlar, bunun bir neticesi olarak da buralarda karışık ağız özellikleri olmuştur. Bu karışık ağız özelliklerinin en önemlilerinden ve karakteristik bir şekle bürünenlerden de birisi de /h/ sesidir ve Rumeli halklarının işitmede bu sese karşı duymama (İşitsel Ses Bilimi işitme organları üzerinde yoğunlaşır. İşitmeyi gerçekleştiren kulak ve beynin işitmeyle ilgili bölümünü, seslerin insan kulağı tarafından nasıl işitildiğini, farklı ana dillere sahip dinleyicilerin sesleri nasıl algıladıklarını vb. inceler. Örneğin ana dili Korece olan bir dinleyici /r/ ve /l/ seslerini aynı şekilde işitir veya ana dili İngilizce olan biri söz sonundaki /r/ sesini duyamaz vb. Yine Trakya ağızlarında söz başındaki /h/ sesi, Fransızcada olduğu gibi kaybolur: Hasan>Asan, hem>em. Başta /h/ sesini söylemeyenlerin işitmede bu sese karşı duyarlılıkları daha azdır. (nakleden: Demir/Yılmaz, 2011 : 11-12) duyarlılıkları olduklarından bu ses etrafında farkındalık oluşturmak ve telaffuzu dolayısıyla

zihinlerde oluşan anlam karmaşasını ortadan kaldırmak adına, /h/ ünsüzü; kelime başı, ortası ve sonundaki fonetik değişme ve türemelerle birlikte incelenmiş ve bu kelimelerin hangi ağızlarda, hangi şekle değiştiği gibi hususlara dikkat çekilmiştir.

Son olarak çalışmamızda, daha çok, Doğu Trakya ilçe ve köy ağızları üzerinde yapılan yüksek lisans ve doktora tezleriyle, yine konu üzerine çalışma yapan diğer araştırmacıların makalelerinden yararlanılmıştır.

2.2. Kelime Başında /h/ Ünsüzünün Düştüğü Doğu Trakya Ağızları

/h-/ </ ø-/

Kırklareli Babaeski Merkez İlçesi ve köy ağızlarında kelime başında /h/ ünsüzünün düşmesi şu örneklerde görülmektedir:

/ø-/ < /h-/

ādise<hadise, āşlıyovus<haşlıyoruz, ēp<hep, ārbinde<harbinde, ēpsi<hepsi, āşlıyız<haşlıyoruz, āyır<hayır, āla<hala, ārmanda<harmanda, ēpsini<hepsini, āne<hane, ātırda<hatırda, ālḳa<halka, āşladıḳ<haşladık, āsanlar<hasanlar āfta<hafta, āsır<hasır, ōca<hoca, ēr<her, ükümet<hükümet, ōşnuḳ<hoşluk, āberi<haberi, ōcalar<hocalar (Hünerli, 2006 : 25-106).

Lâpseki Ağızlarında kelime başında /h/ ünsüzünün düşmesi şu örneklerde görülmektedir:

/ø-/ < /h-/

emen <hemen, anım< hanım, ãrkes< herkes, ayırlı< hayırlı, arman<harman (Doğar, 2015 : 58).

Kırklareli Pınarhisar Merkez İlçesi ve köy ağızlarında kelime başında /h/ ünsüzünün düşmesi şu örneklerde görülmektedir:

/ø-/ < /h-/

ālbukü<halbuki, ērşeyler<herşeyler, _r<hür, ā……ını<hakkını, ādımküyü<hadımköyü,

āyvan<hayvan, āvıza<havuza, āsan<hasan, āl…ı<halkı, āyırsız<hayırsız, ārmannar<harmanlar, āber<haber, ôj<hoş, issi<hisse, ôşum<hoşum (Demiray, 2008 : 76). āzır<hazır, ēp<hep, īzlı<hızlı, ānede<hanede, āfta<hafta, āni<hani, ātırlamıyom<hatırlamıyorum, ādımküyü<hadımköyü, ísımı<hısımı, ērālde<herhalde, ārmana<harmana, āstalanmış<hastalanmış, āyır<hayır, ā……aniyet<hakkaniyet, āvlular<havlular, ātta<hatta, ā…aret<hakaret, ēmen<hemen, āmit<hamit, ērkes<herkes, ārbine<harbine, µç<hiç,

ēp< hep, āvsa<havsa, āni< hani, ālamın<halamın (Demiray, 2008 : 34).

Kırklareli ağızlarında ani < hani, erkez < herkes, amırda < hamurda, Useyin < Hüseyin, oca < hoca (Şanlı, 1996 :120).

Tekirdağ Merkez İlçe ve köy ağızlarında kelime başında /h/ ünsüzünün düşmesi şu örneklerde görülmektedir:

/ø-/ < /h-/

āne< hane, em < hem, ayrabol < Hayrabolu (Tosun, 2003 : 70); ani<hani, erkesin<herkesin,

ayvanlarım<hayvanlarım, eralde<heralde, atırlarız<hatırlarız, arbi<harbi (Tosun, 2003 : 102).

Kırklareli Pehlivanköy İlçesi ve köy ağızlarında kelime başında /h/ ünsüzünün düşmesi şu örneklerde görülmektedir:

/ø-/ < /h-/

āyde < haydi, āyvancılıḳlan < hayvancılıkla, ādi < haydi, ārmanlıdan < harmanlıdan, ārman < harman, ālḳa < halka, ōş < hoş, ālḳalı < halkalı, ādi < haydi, üseyin < Hüseyin, ēpimiz < hepimiz, āyvan < hayvan, āstalıḳ < hastalık, āyrabol < Hayrabolu (Duygu, 2021 :19-20)

2.2.1. Kelime Ortasında /h/ Ünsüzünün Düştüğü Doğu Trakya Ağızları

/-ø-/ < /-h-/

Kırklareli Babaeski Merkez İlçesi ve köy ağızlarında kelime ortasında /h/ ünsüzünün düşmesi şu örneklerde görülmektedir:

teris<terhis, bāçeden<bahçeden, tarāna<tarhana, pelvanlarmış<pehlivanlarmış, istikam<istihkam, tēlike<tehlike, mūtarlık<muhtarlık, ḳāvesi<kahvesi (Hünerli, 2006 : 25-106); rāmetli<rahmetli, silāları<silahları, mēmet<Mehmet, āretime<ahretime, bāşişi<bahşişi, şēriye<şehriye, zâmet<zahmet, ḳâveye<kahveye, mūtar<muhtar, dolmabāçe<dolmabahçe (Hünerli, 2006 : 25-106).

Kırklareli Pınarhisar Merkez İlçesi ve köy ağızlarında kelime otasında /h/ ünsüzünün düşmesi şu örneklerde görülmektedir:

ālat<ahlat, tāta<tahta, mālebi<muhallebi, mūtara<muhtıra, şüpēlenmesin<şüphelenmesin, cumūriyet<cumhuriyet, cepēye<cepheye, mēmet<Mehmet, …āyası<kahyası, mūtaçtı…<muhtaçtık, zâmetler<zahmetler, tarānayı<tarhanayı (Demiray, 2008 : 78) ; terµs<terhis, kāve<kahve, āret<ahiret, âmet<ahmet, mâsus<mahsus, µtiyarlıḳ<ihtiyarlık, tēlike<tehlike tarínde<tarihinde, sofuāli<sofuhalil, tarāna<tarhana,

paytāt<payitaht, herālde< herhalde, āmet<Ahmet, āreti<ahreti, bāşiş<bahşiş, şēriye<şehriye, tezjāmız<tezgahımız, zâmet<zahmet, µtiyar<ihtiyar, zēra<zehra, rāminde<rahminde (Demiray, 2008 : 34)

Tekirdağ Merkez İlçe ve köy ağızlarında kelime ortasında /h/ ünsüzünün düşmesi şu örneklerde görülmektedir:

ibraim < İbrahim (Tosun, 2003 : 72); sabiyle <sahibiyle, yaudi<Yahudi, tāmin<tahmin, tārį<tarihi, bāçeye<bahçeye, ḳāve<kahve, teriz<terhis (Tosun, 2003 : 97).

Kırklareli Pehlivanköy İlçesi ve köy ağızlarında kelime ortasında /h/ ünsüzünün düşmesi şu örneklerde görülmektedir:

sabālin < sabahleyin, bāçevanlıḳ < bahçevanlık, bāçe < bahçe, bı̇rānettin < burhanettin, tārileri < tarihleri, ḳāretmişler < kahretmişler, pēlivanköy < pehlivanköy, įtiyarlar < ihtiyarlar, āmet‿ābi < ahmet abi, mūtarın < muhtarın, māḱum < mahkum, rāmetli < rahmetli, ḳāvesine < kahvesine, (Duygu, 2021 :19-20).

Lâpseki ve yöresi ağızlarında kelime ortasında /h/ ünsüzünün düşmesi şu örneklerde görülmektedir:

sabāle "sabahleyin" , tarana "tarhana", tātē "tahtaya", māmut "Mahmut",

silāları "silahları" (Doğar, 2015 : 62)

Süloğlu ağızlarında kelime ortasında /h/ ünsüzünün düşmesi şu örneklerde görülmektedir: mācub<mahçup, turān<Turhan, zāmet<zahmet, āmed<Ahmet, (ŞEN GÜR 2020 : 80)

2.2.2. Kelime Sonunda /H/ Ünsüzünün Düştüğü Doğu Trakya Ağızlari

Bölge ağızlarında seste /h/ ünsüzü düşmesi sık görülen ses olaylarından biridir.

/-ø/ < /-h/

Kırklareli Babaeski Merkez İlçesi ve köy ağızlarında kelime sonunda /h/ ünsüzünün düşmesi şu örneklerde görülmektedir:

sal<salih, vallā<vallah, sabā<sabah, ḳırcasalį<kırcasalih, allā<allah, fat<fatih, illā<illah, illē<illah, sefte<siftah, siyā<siyah, silā<silah, sabā<sabah (Hünerli, 2006 : 25-106).

Kırklareli Pınarhisar Merkez İlçesi ve köy ağızlarında kelime sonunda /h/ ünsüzünün düşmesi şu örneklerde görülmektedir:

"h" ünsüzünün düşmesi ünlü uzamasını meydana getirir.

nikā<nikah, salµ<salih, sabā<sabah, vallā<vallah, tarµ<tarih, allân<allahın, sabā<sabah, iştā<iştah, fatµ<fatih, vallā<vallah, allā<allah, padişā<padişah, allā<allah (Demiray, 2008 : 80); silā<silah, …ırcasalµ<kırcasalih, ḳırcasal_<kırcasalih, (Demiray, 2008 : 34).

Kırklareli Pehlivanköy İlçesi ve köy ağızlarında kelime sonunda /h/ ünsüzünün düşmesi şu örneklerde görülmektedir:

vallā < vallaha, sabā < sabah, siyā < siyah (Duygu, 2021 :19-20).

Tekirdağ Merkez İlçe ve köy ağızlarında kelime sonunda /h/ ünsüzünün düşmesi şu örneklerde görülmektedir:

sabā<sabah, aptullā<Abdullah, silā<silah, allā<Allah, vallā<vallah (Tosun, 2003 : 101).

Kırklareli Ağızlarında günā < günah (Şanlı, 1996 :120).

Lâpseki ve yöresi ağızlarında kelime sonunda /h/ ünsüzünün düşmesi şu örneklerde görülmektedir:

sabā "sabah", allā "Allah", maşşalla "maşallah" (Doğar, 2015 : 64)

2.2.3. Kelime Başında /h-/ Türemesi (Prothesis) Görülen Doğu Trakya Ağızları

/h-/ < / ø-/

Lâpseki ve yöresi ağızlarında kelime başında /h/ ünsüzünün türemesi şu örneklerde görülmektedir:

hinci "şimdi", haşı "aşı" haşlamā "aşılamaya", helbet "elbet" (Doğar, 2015 : 33-34)

Süloğlu Ağızlarında kelime başında /h-/ türemesi şu örneklerde görülmektedir:

helek "elek", harman "armağan", haynen, horan "orhan", helbet, haykırı "aykırı", havlu "avlu" vb. (ŞEN GÜR 2020 : 67)

Buna göre Kırklareli Pınarhisar Merkez İlçesi ve köy ağızlarında kelime başında /h-/ türemesi şu örneklerde görülmektedir: hevet<evet, helbet<elbet, histerse<isterse (Demiray, 2008 : 74)

Kırklareli Babaeski Merkez İlçesi ve köy ağızlarında kelime başında /h-/ türemesi şu örneklerde görülmektedir:

hannem<annem, helbette<elbette, heren<eren, hekmek<ekmek, hambara<ambara (Hünerli, 2006 : 25-106)

Sonuç

Doğu Trakya ağızlarında özellikle kelime başında pek çok kelimede /h/ ünsüzünün düştüğü görülmektedir. Bu düşme durumuna kelime başı, ortası ve sonunda rastlamak mümkündür.

/h/ ünsüzünün kelime başı, ortası ve sonunda düşmesi ve bazı kelimelerin ilk sesinde türemesi Rumeli Ağızlarının karakteristik bir özelliğidir: hannem<annem, helbette<elbette, heren<eren, hekmek<ekmek

Rumeli halklarından /h/ sesini söyleyemeyenlerin işitmede bu sese karşı duyarlılıkları daha azdır.

Rumeli Ağızlarında daha çok Arapça ve Farsça gibi yabancı kelimelerde /h/sesi düşerken kendisinden önceki ya da sonraki ünlüde telafi uzunluğu oluşmasına sebebiyet vermiştir. Bu durum Doğu Trakya ağızlarında karakteristik bir özelliktir.

İlgili örnekler: ārbinde<harbinde, āsanlar<hasanlar, ōca<hoca, ōṣnuḳ<hoşluk, āberi<haberi, ālbukü<halbuki, āyvan<hayvan, ēp< hep; bāçeden<bahçeden, ḳāvesi<kahvesi, silāları<silahları, mēmet<Mehmet

Rumeli ağızlarının genel temayülü olarak kabul edilen kelime başında /h/ türemesi ses olayı görülmektedir. Bu husus bazı kelimelerde kurallı ve düzenli biçimde, bazı kelimelerde de kuralsız biçimde ortaya çıkabilmektedir: hinci<şimdi, histerse<isterse, hambara<ambara

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Psychology

Internet Gaming Disorder and the Danger of Cyberbullying

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Abstract

The Internet is considered the new media. Internet addiction is considered a disease within the scope of DSM-IV. Internet addiction is also expressed as a form of behavior that leaves pathological effects on individuals due to internet use, with symptoms such as inability to control individuals, concealment of behaviors, lies, psychological deprivation. Individuals with internet addiction are constantly engaged in online gaming and can neglect their duties and responsibilities in everyday life. Internet Gaming Disorder (IGD) was also included in the DSM-V classification. In the literature, internet gaming addiction has been considered as a very important public health problem that has spread rapidly among children and young people for the last 20 years. On the other hand, another of the consequences of increased technology use is cyberbullying. Cyberbullying is defined as threats, harassment, intimidation, insults, virtual lying, etc. that are intentionally and continuously carried out in order to harm someone in virtual environments or using a mobile phone. Rates of cyberbullying also vary from country to country, such as IGD. Although real-life bullying is more common in terms of prevelans, cyberbullying has more negative effects as a result. It is explained that being subjected to cyberbullying, even witnessing it, affects mental health. The aim of this research is to address internet gaming disorder and cyberbullying with the pattern of document review from qualitative methods.

Keywords: *Internet Gaming Disorder, socio-demographic characteristics, Internet addiction, cyberbullying.*

1. Introduction

It has been observed that the internet (Ayhan & Köseliören, 2019), which was evaluated with its positive aspects in terms of meeting social needs, keeping the culture alive and even transferring it to the next generation, started to become remarkable in terms of addiction after a while.

After this realization, it was included in the list of DSM-IV for the first time in 1996 as a behavioral form of addiction (Block, 2008; Feng, Ramo, Chan, & Bourgeois, 2017; Young, 2004). Internet addiction is also expressed as a form of behavior that leaves pathological effects on individuals, along with symptoms such as the inability of individuals to control themselves, hiding behaviors, lying, and psychological deprivation due to internet use (Young, 2004). In this addiction, there is both an addiction to the internet and an addiction to these activities on the internet. In the literature; It is stated that physical, social and psychological characteristics are important in the emergence of internet addiction, and it is explained that addiction causes social, academic, occupational, mental and physical problems (Odabaşoğlu, Öztürk, Genç, & Pektaş, 2007; Young, 2004). Some of these problems are; low academic achievement, lying to play games, poor interpersonal relationships, early maturation of children, dry eyes, headaches, aggressive and anti-social behaviors, mechanization in players and increased level of anxiety (Dinc, 2015; Horzum, 2011). Internet Gaming Disorder (IGD) is included in the DSM-V classification. (Edition, 2013). In the literature, IGD is stated between 10-15% for Far East countries, 1-10% for Western countries, and 1-9% for South American and African countries (Saunders et al., 2017). On the other hand, increasing rates of internet use are also associated with cyberbullying. Cyberbullying is any form of threat, harassment, intimidation, insult, falsehood, etc., which is carried out with the intention of harming someone on a virtual environment or by using a mobile phone, on purpose and continuously. known as behaviors. Cyberbullying rates also vary from country to country, just like IGD (Kalender, Bulu, & Keser, 2018). Smoking-alcohol-drug use, low life satisfaction, low academic achievement, post-traumatic stress disorder, alexithymia, anxiety disorder, depression, low self-esteem, low self-control, self-dislike, self-harm, physical problems, anger and loneliness Situations such as cyberbullying are stated as negative consequences

of cyberbullying (DeSmet et al., 2015; Khine et al., 2020; Whitehorn, 2021).

The aim of this research is to examine the studies investigating the relationship between IGD and cyberbullying in 2022 with the document review method. With the pandemic process, it is seen that the duration of stay on the Internet is prolonged, and this situation is considered to pose a risk in terms of cyberbullying. In the research, it is aimed to examine the researches on IGD and cyberbullying in Turkey from a thematic point of view, what kind of changes have occurred in these issues in Turkey in the last year, what content is handled, how it is carried out and what kind of findings are reached as a result. It is expected that the results obtained from this research will be a source for future research on the subject and will provide practical benefits.

2. Method

This research was carried out in the screening model in order to examine all the theses and articles about IGD and cyberbullying in Turkey in 2022. The screening model defines it as aiming to reveal a situation that exists in the past or present (Karasar, 1995). Document analysis was used to collect data. Document review is defined as the analysis of written materials containing information about the situation aimed to be investigated (Çepni, 2007). As a result of the literature review, some criteria were determined in determining the researches to be discussed in the study. These criteria are; there are articles published in Turkey, they include the themes of IGD and cyberbullying, the full text is accessible, the language is Turkish, and it was made in 2022. As a result of scanning; The findings of a total of 8 studies determined according to the criteria were presented in tables. Each research examined within the scope of the research was analyzed descriptively by placing it on the table "according to its types, methods, sample groups, data collection tools and results". Descriptive statistics is a type of statistics used to describe the subject under investigation and makes complex and scattered data understandable and systematic (Demir, 2017).

3. Results

Distribution of Studies by Types

Four of the studies are master's, one is a doctoral thesis, and three of them are articles.

Distribution of Studies by Methods

Two studies were carried out with qualitative method and the remaining studies with quantitative method.

Distribution of Studies by Sample Groups

Three of the studies were carried out on high school students, one on adolescents aged 12-15, one on groups defined as adolescents whose age range was not specified, one on parents with children between the ages of 3-6, and one on individuals between the ages of 18-30.

Distribution of Studies by Data Collection Tool

It was determined that one of the quantitative studies in which the interview method was used in qualitative research was carried out with metasynthesis, one with scale development, and four with questionnaire method.

Distribution of Studies by Results

In 2 of the studies, it is stated that gender is an important predictor of internet addiction. It has been seen that the link between internet gaming and cyber danger has been stated as a result in only one research. In the conclusion part of a study, it was mentioned that the use of smart devices is a factor in addiction.

Conclusion

In the literature, it has been observed that the number of studies conducted between IOOB and cyberbullying danger level in Turkey is limited. It is considered that the importance of the subject will continue in the upcoming period, therefore it is thought that more research is needed to be conducted with different methods.

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The Parasitic Effect of Narcissism on Empaths' Mental Health: Psychological Manipulation of Egocentric Traits in Legal Relationships

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Abstract

Narcissism is a personality disorder or a mental condition by which individuals establish a longitudinal sense of importance and ethnocentrism. However, this trait is non-authentic because behind its excessive inflated sense of confidence, fragile self-esteem is back-grounded. Our major aim behind this endeavour was to measure the impact of narcissistic personality disorder on empaths' self-confidence. According to the recent rate of divorce in Algeria, females resort to khul'a with high rates from year 2004 to 2019 owing to their psychological instability with their narcissist partners. In fact, social networking groups in social media were excessively active in this concern, exhibiting that the majority of their husbands and even parents share some traits of narcissism which cause serious psychological constructs of anxiety and low self-esteem on individuals who are regarded as empaths. These individuals were conscious enough to share their social experiences with people in order to increase their attention as well. From our critical discourse analysis of a number of posts published in social media groups, we realized that the language used in their descriptions was abusive and stigmatized to the extent that they deliberately disclosed their emotional and mental rupture faced in their relationships. Further, the rates of marriage decreased interestingly among females who initiated seeking for financial independence and gaining their psychological stability. In this prospect, social media played a major role in unveiling the echoes of narcissism among males which put females in an alarm situation to prevent being gaslighted and manipulated especially in legal relationships.

Keywords*: Narcissistic personality disorder (NPD); ethnocentrism; social media; empath; gaslighted; manipulation.*

1. Introduction

Behind high sense of ego, grandiose fantasy, exploitativeness, and selfishness there lays a dysfunctional personality that is in constant identity crisis. Narcissism personality disorder (NPD) is regarded as a permanent fictional character which seeks for attention and continuous praise. Individuals who suffer from this genre of disorders are not able to construct healthy relationships owing to the fact that they are completely deprived from authentic emotions; thereby, they view their counterparts as objects rather than humans. It is noteworthy to mention that NPD is considered as a socio-cultural construct which is mainly associated with a repletion of bad childhood experiences (we may highlight learned helplessness in this context), these aforementioned affect individuals to the extent that they will not intend to have neither healthy relationships nor emotional stability because deep inside their inner child is hurt and unstable, as they are not capable of splitting ego from the self.

2. The Narcissus Ascribed Traits

Due to the fact that dealing with Narcissists is unhealthy, especially for people who are Empaths, Erikson (2017), attempted to denote the existence of this disorder claiming that is it necessary to raise awareness among individuals to set boundaries. Psychologically speaking, narcissists have multiple strategies to destroy the others and urge them to be devoted. Their manipulation incorporates: gaslighting, ghosting, hoovering, silent treatment or triangulation. Individuals who are not aware or have never experienced narcissists' manipulation, will not perceive the damaging effects of their manipulative tactics. (Krajco, 2007; King, 2010, Fjermestad-Noll, 2019; Vaknin, 2021)

As an illustration, ghosting or discarding sound normal and beneficial for someone's comfort zone, but for people who already share authentic feelings of love and appreciation towards narcissists, it is a

psychological rupture. In fact, NPD individuals are not attracted to any type of personality, unless this latter has special qualities that they personally lack as courtesy, tolerance, modesty, empathy, compassion, and goodwill. (Baskin-Sommers, Krusemark & Ronningstam, 2014; Fjermestad-Noll, 2019; Vaknin, 2021). These qualities are associated with the type that is regarded as 'Empath'. In this prospect, 'Empath-Narcs' equation detects that we are dealing with two extremes of goodness and malignity; a relationship between them is extremely toxic for the Empath's self esteem if s/he is not able to establish strict boundaries early. (Turner, 2017)

We cannot disregard that empaths have some bad experiences in their lifetime which consider them at the extreme boundaries too. Nevertheless, not appreciating one's worth and values will unintentionally open gates for manipulators. The majority of narcissists whether covert or overt visualize the others as their own reflection or extension. As explained by (Krajco, 2007), Narcissists as psychologically disordered individuals:

> *Crave many types reflected grandiosity. Remember that, in doing this, he is editing the deeply embedded impression of himself stamped on his impressionable mind at an early age by a cold and disapproving parent.The importance of self concept cannot be overstated . No one can bear a shameful self-concept. A narcissist spends his or her entire life trying to expunge it. Can't be done. The wax has hardened. The impression is indelible.* (p. 28-29)

This does not denote that this personality trait is categorized as mental. Otherwise we could have considered them as psychopaths, though both, narcissists and psychopaths, lack empathy and conscience and enjoy hurting the others with no remorse. As depicted previously, there is a low self-esteem that is covered behind the ego-centric personality; in this prospect, NPD tends to surpass others to ameliorate their social status. Henceforth, we ought to split narcissism from high self-esteem, they are not alike (Baskin-Sommers, Krusemark & Ronningstam, 2014; Brummelman, Thomaes, & Sedikides, 2016)

2.1. Narcissus-Empaths' Affinity Effect

Dealing with NPD psyche have four major outcomes (Krajco, 2007). First, *cognition,* it has to do with reasoning, intelligence, knowledge processing and reality. The strategies of NPD traits will impact the perception and interpretation of the self whereby the victim will question their reasoning and data processing throughout doubting their own reality of the world. The aforementioned will influence their skills in the workplace and delimit their creativity. Second, *Affectivity,* an empath with high rates of sensitivity and empathy will question his/her aptness of emotional intelligence towards individuals, their natural response will be questioned in terms of sufficiency, reasonableness, appreciation, and recognition. Again they doubt their affectionate character.

Third, *interpersonal relations,* NPD's victims journey is not delimited to their scepticism vis-a-vis their self worth, but it extends to their regular interpersonal relations with other people including their parents, siblings, colleagues, friends and so forth. As an outcome, they deliberately reveal their lack of conviction and distrust towards the others. Further, they attempt to decrease contact with individuals and concentrate only on the narcissist to gain his/her self worth that was abandoned. Though this trait varies from one person to another, yet the degree of the manipulator dominance and power over the empath determines the extent to which the interpersonal relations are detrimented. Fourth, *impulsivity*, children whose brains are still in the process of developing as well as teenagers are more characterized by doing without thinking or planning, and that refers to impulsive behaviour that is completely normal at this stage (an exception for Autistic children or Anxiety disorders). However, impulsivity for adults could be another outcome seen in Narcissist's victims who are no longer able to plan or decide to take decisions owing to the fact that they are lost in realizing their self-esteem and fall into the delusion of being noticed (Freud, 1914). Therefore, empaths are not conscious of their impulsive actions.

3. Anti-Narcissism Posters

Accordingly, there are many groups in social media that are active in exchanging stories to overcome narcissists, especially whose who did not get used to such personality, so they attempt to join these groups as an initiative for recovery. Gender, age and race were not taken considerably in this endeavour, we concentrated only on the written segments used by different victims or more precisely survivors. What was noticed is that these survivors were not taking about their counterparts only, but their parents are

involved too. Being raised to narcissistic parents would lead children to be future narcissists or codependents, and both are categorized as psychological disorders; in this prospect the cycle of narcissus will never end. (Ibid, 2007)

3.1. Major Expressions Used

As observed, cases vary from one person to another, some attempt to raise different questions on how to deal with them with no intention of break-up, whilst others already opted for the break-up or no contact technique and aspire to heal due to the fact that the abuse outcomes are not overcame and , henceforth, prevent dealing with abuser; they truly need time to recover though. Thereby, some posts were selected from different groups on Facebook and Instagram

which reveal the survivors' willingness to conquer mental manipulation. The language used in the posts above is Arabic, we have selected the main observed items raised by the narc's victims which clearly depict the consciousness that these survivors gained from their experiences; therefore, they share with other individuals either questions or remarks regarding the mental manipulation they have been through. What was noticed as well is that the narcissist survivors were males and females, i.e. not only females could face a narcissistic male, but women could excessively have such disorder.

Correspondingly, many groups were created in social media including Facebook and Instagram which publish slogans that attract the attention of social media users to raise their awareness vis-a-vis NPD, all posters serve as inspirational quote posts , they note all that is expected to feel when dwelling in self-doubt and insecurity.

Speaking of ending the cycle of narcissus, divorce is regarded as a solution to wane self-devaluation and regain self-respect. As mentioned in the post ' divorcing a narcissist is the end of an error; linguistically speaking, an error is made when there is no skill/competence, equivalently, relationships with narcissists is an error owing to the fact that the survivor had no expertise in the NPD cluster. Initiating with the gerund 'divorcing' exhibits the power of such decision to terminate mental abuse.

The lack of experience and consciousness towards the necessary social skills, but most importantly, waning one's self-regard and dignity will be measured in this kind of relationships. Most of the time, the narcissist's dominance through their kind character is what attracts, amazingly, the empaths' admiration, it is a sort of manipulation though. Kindness, in this vein, is a lure of temptation.

Additionally, questioning one's stability and values is strongly associated with manipulation. The quote unveils the existence of psychological projection, as Freud labelled, used mainly by malign characters in order to project their undesirable emotions and prevent the admittance of their hidden personality traits. Thereby, the normal reaction of an empath is throughout his/her recognition of his/her merit.

Acting like a victim after abuse and ghosting is a distortion used by narcissists to maintain their manipulation. The poster at hand asserts that acting like a victim after causing a problem should be carefully regarded to incapacitate the manipulator's dominion. NPD control lays in their ability to persuade the others that they are the source of problems, in parallel, they intentionally prevent assuming responsibility and acknowledge their inadequate valuation and indiscretion.

Besides, the no contact choice is the best option in all cases, learning how to set boundaries becomes a skill that should be taught and trained for upcoming generations, because healthy relationships are important too for people's mental health and sanity. In a nutshell, they blame others for their mistreatment and never apologize. Another motivational quote which asserts that the cycle of manipulation and abuse will never stop. Thus, narcissists always search for another alteration who's not aware of his/her mindset to persist depreciation.

'You do not have to stay' slogan is a stepping tone towards healing, though there were many similar posts which use clusters like 'run away', ' stop apologizing for being hurt' 'you are not crazy', ' I am enough', 'lying is his language', 'narcissists never apologize', 'you are strong', ' you are amazing', ' narcs provoke you', ' Narcissists deny their wrong doings'... and so forth. The imperative form is often used in these pages as an order not a request, i.e. your decision to execute separation from a narcissist and end ghosting should be finite to unleash pain. We should mention that one of the outcomes of an empath's awaking is antipathy and rage which would transpose him/her to be a narcissist with others, it is not yet affirmed though.

As long as NPD personalities are concerned, legal relationships with people who suffer from this disorder could end with Khul'a or divorce. The increased rate of unilateral divorce without tangible explanation victimize women and threaten legal relationships. (Xeris, 2021). The majority of social media groups share anonymously women stories that incorporate similar complexities, their major aim is to quest for resolutions. Therefore, awareness raising programs and couples therapy sessions are suggested to save the couples' disruption; though it is quite delicate to convince a narcissist to attend these sessions due to the fact that they blame the others for their intentional chaos.

Conclusion

Narcissistic personality disorder is a kind of disorders that establish troubled relationships. It is a life-long mental condition which exhibits high sense of grandiosity and extravagant feelings of self-love and vanity. The aforementioned qualities are superficial, yet the hidden personality is overloaded with rejected foibles. Empathy-Narcissist relationship is esteemed as a dangerous relation for

Empaths mainly owing to the self-reflection and deceiving intentions of the manipulators. In this prospect, many groups are active in social media which target to raise consciousness among victims who are considered after the relations' painful journey as survivals. Thus, raising awareness of the common traits of NPD is a proposition for all people in order to minimize its effect and be engaged in healthy relationships.

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Numerical Processing in Cardinal and Nominal Contexts

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Abstract

Numerals are exceptionally flexible symbols that can convey meanings of quantity, order, or be used as labels. What meaning a specific numeral activates depends on its context: cardinal, when quantitative information is implied (e.g., 100 grams); ordinal, when a rank is indicated (e.g., first, second, third...): and nominal, when numerals are used as labels (e.g., room 301). Previous studies in numerical cognition mainly explored the quantitative aspects of cardinal and ordinal number contexts, yet the processing behind nominal context remains relatively obscure. An experiment was designed to measure possible contextual differences between numerals that do and numerals that don't imply quantity. More specifically, data were collected from participants cued with prices and postal codes before performing a numerical comparison to a standard within two additional verbal conditions of overt and covert reading. The reaction times, the error rates, and the linearity of the numerical distance effect were taken as relevant measures and were compared for each context. The results revealed marginal advantages of the prices (cardinal context) over the postal codes (nominal context) on the consequent quantitative processing measured by the distance effect, suggesting that the nominal context partially interrupts but does not deactivate the automatic quantitative meaning in numerals.

1. Introduction

The speed of light in a vacuum is 299,792,458 m/s. The preceding sentence demonstrates the impressive power of numerals that enabled humans to process and express quantities to extreme accuracies. Yet, the understanding of numerical magnitudes is rooted in the much older nonverbal system of analog magnitude representation that is shared among animal species [1]. This representation is a product of many biological and cognitive evolutionary processes. Many studies on animals and human infants provide converging evidence for rudimentary innate numerical abilities limited to approximation [2–8]. However, literate adults

calculate the difference between two numbers by using simple arithmetic effortlessly and precisely. Thus, it is not surprising that the most prominent models of numerical cognition include approximate and exact aspects of the number concept that are mediated by language.

The two most influential models in the literature are *McCloskey's cognitive model* [9–11] and *Dehaene's triple-code model*, which is both cognitive and neuroanatomical model of number processing [12,13]. Both models are based on neuropsychological evidence and assume mental magnitude representation as a format upon which quantitative processing and calculation are performed. According to both models, number information can be denoted in magnitude, Hindu-Arabic, and verbal formats that interact with each other. For example, when a numeral is read aloud or written in letters, the Hindu-Arabic format of that numeral has been transcoded into verbal code, and its matching verbal numeral (e.g., Hindu-Arabic "2" transforms into written "two" or phonological [ˈtuː]). The magnitude format is the one that provides meaning by assigning corresponding quantitative information. Nevertheless, both models differently describe the interaction between the three formats. McCloskey's single-route model describes numerical comprehension and production processes as constant and obligatory conversion between number inputs, their semantic representation, and number outputs. Each input has to be converted into an internal abstract magnitude that enables different manipulations to be performed and transcoded back into the required number output. In contrast, Dehaene's triple-code model assumes semantic and asemantic routes of number processing. Two of each Hindu-Arabic, verbal, and magnitude formats can interact in all possible combinations. For example, given Hindu-Arabic input has two choices: it can gain access to its magnitude by transcoding to analog magnitude representation or divert directly to an asemantic route where it will be transformed into a verbal format. Although Dehaene's model is relatively complete and has been supported by a growing number of neuroscientific experiments [14,15], it is still a matter of debate to what degree Hindu-Arabic and verbal numerals are processed

asemantically, and what mechanisms direct number inputs towards one of the two possible processing routes.

Until its modern logographic form, the number concept was expressed by different symbols throughout the centuries and depended on cultural and linguistic advancements [17]. Hindu-Arabic numerals are particularly prominent symbols that, in different contexts, convey cardinal, ordinal, or nominal information [18,19].

The cardinality of a number is expressed when information about the size of a set is available, and the identity of each member of that set has been neglected. So, for example, the cardinality of number 3 remains constant whether we talk about *three apples* or *three hours*. Similarly, ordinal numerals emphasize a single item in a set or sequence and convey its position in relation to the other members of the same set (ranking information; e.g., *first*, *second*; or in expressions like *he wanted to be number one*). Finally, nominal numerals label objects and events and supposedly are devoid of magnitude information (e.g., *Room No. 301*, *Boeing 747*, *80's*, postal codes, telephone numbers, etc.). The context-dependent conceptualization contributes to theoretical models by branching out further numerical processing, adding contextual use of numbers as a factor, and bringing memory systems into connection with the current models of numerical cognition. In terms of McCloskey's and Dehaene's models mentioned above, cardinal and ordinal numerical processing would imply semantic processing for the purposes of size estimation, comparison, numerical relations, etc. In contrast, nominal numerical processing would underlie asemantic numerical fact retrieval or serve as a rapid transcoder between visual inputs and verbal (phonological) outputs. The suggested dual-route model implies preprocessing factors that reroute numerals towards semantic or asemantic pathways. In that regard, it is possible to hypothesize that numerical context could be one of the decisive factors, i.e., it is quite possible that cardinal, ordinal, and nominal contexts are processed differently. Other factors like the intended final notation or the explicit linguistic manipulation could also influence numerical processing. In short, numerical contexts and notations could be identified as preprocessing factors in numerical comprehension and production.

The relation between numerical notation and number semantics has been extensively studied. Part of the between-notation evaluation studies converge on the conclusion that Hindu-Arabic notation prioritizes semantic processing, but verbal notations (e.g., written number words) can be processed by both means, semantically and asemantically [20–22]. Commonly, these studies compared performance for number words and Hindu-Arabic numerals in naming tasks (e.g., reading aloud) and magnitude comparison or parity judgment tasks, in which a tendency for automatic activation of numerical meaning was revealed. Although this may be true, other studies were looking for an answer to whether Hindu-Arabic numerals can be processed without direct access to their semantics. This kind of transcoding could be possible if those numerals in the process of their verbal production could be directly mapped onto their phonological representations, a process that some models of word comprehension and production predict [23]. For digits to achieve this, they should be able to share similar naming properties with written words, and indeed some researchers provide evidence for that [24–28].

Neuropsychological reports mention several acalculic patients who show relatively preserved numerical comprehension, but their number production skills were largely compromised [29–31]. For example, Cohen et al. [30] described a deep dyslexic subjected to a series of reading tasks consisting of words and non-words, coupled with familiar and unfamiliar numerals. The patient couldn't name unfamiliar numbers, although several tests for number comprehension revealed intact quantitative numerical processing. On the other hand, this patient performed much better when asked to name familiar numerals, producing 38 out of 52 meaningful answers (73%). Still, the patient's answers seemed to be retrieved as "facts," which is illustrated in the response for 504: "*the number of the cars that win ... it was my first car ... it begins with a P ... Peugeot, Renault ... it's Peugeot ... 403 ... no, 500 ... 504!*" [30, p. 272]. Apparently, familiar numbers were stored as nominal facts and associated with other types of semantic knowledge like car models, which fortunately spared patients' reading Hindu-Arabic numerals to some extent. In a similar study, Dehaene and Cohen [31] analyzed an acalculic patient that manifested clinical features of *Gerstmann's syndrome* (a collection of symptoms suggesting brain lesion manifested through agraphia, acalculia, finger agnosia, and left-right disorientation [32]). Patient MAR suffered from a lesion in the inferior parietal lobule and showed severe disabilities in quantitative processing. Non-cardinal uses of numbers were primarily left intact, and the patient could provide the correct meaning of familiar numerals that were read aloud to him in 80% of cases. Also, when arithmetical operations

were presented in familiar form (not abstract), like hours of the day, MAR could process numerical meaning adequately. On the contrary, when numerals were presented in unfamiliar (abstract) form (e.g., 2 + 15), the patient couldn't respond correctly to any of the questions. To sum up, evidence from the neuropsychological studies above accentuates contextual influence on numerical processing. It shows that Hindu-Arabic numerals can be stored, retrieved, and processed in a non-cardinal manner.

Granted that different processing occurs for cardinal and non-cardinal numerals, it is also possible that both contexts are differently represented in memory. Hinrichs and Novick [33] approached this question by looking at the serial position curve in recall of memorized digit series (for the original discovery of the serial position effect, see [34]). The authors reasoned that nominal use of numerals requires exact representation in memory, in contrast to cardinal use, which is subject to approximation. For example, when a phone number is dialed, each digit has to be recalled precisely in order and value, opposite to prices that can be recalled as "about values" (compare "090-1234-5678" to "¥ 689, 954" that approximates as "about ¥ 700, 000" [111]). Researchers wanted to know whether people remember numerals used in nominal and cardinal contexts differently. In a series of experiments, paired associate list of four-digit car prices or the last four digits of phone numbers were given to participants to remember. Researchers hypothesized that recollection of both types of stimuli would be different for car prices and phone numbers since participants will tend to retain first thousands, hundreds, tens, and lastly, ones in the case of cardinal prices (monotonically decreasing serial curve) in contrast to phone numbers where flat or bowed curves were expected (bimodal distributions for the first and last items in a series). Serial position curves for both stimuli were similar in the first two experimental manipulations. They tended to show decreasing order of correctly remembered items, which was consistent with the magnitude encoding hypothesis. However, a vital manipulation in their Experiment 3 reverted the serial position curve for phone numbers to the well-documented bowed shape (similar to situations when non-numerical items are remembered, e.g., letters). This time, participants were explicitly instructed to remember all four phone number digits. Hinrichs and Novick [33] interpreted these results in terms of dominant magnitude encoding. In other words, without

explicit instructions, participants tended to remember car prices and telephone numbers in a cardinal mode. Still, when explicitly instructed, they reverted to nominal encoding for phone digits. Peculiarly, this reversion was much weaker when the car prices encoding task preceded the phone numbers task but was evident when phone numbers were remembered first. The study's conclusion argued for the possible existence of two types of number encoding in semantic memory, with magnitude representation being the dominant mode when people remember numerals.

Despite the increasing knowledge in the field, it is still relatively unknown how contextual information relates to numerical processing. For example, when Hindu-Arabic numerals are used in nominal contexts (e.g., postal codes or telephone numbers), it is unclear whether they activate corresponding mental magnitude representations or exist as labels without any reference to quantity. To address this uncertainty, the current study involved a priming paradigm and a numerical comparison task that were combined into a single procedure to detect qualitative differences between nominal and cardinal contexts. Priming has been often used in numerical cognition studies to investigate the unconscious processing of numerical semantics [35–37], cross-notational interactions with the postulated semantic and asemantic routes of number processing [38], symbolic and non-symbolic number processing [39], audio-visual cross-modal number processing [40], number-related neuroimaging studies [41], and number comparison vs. number-fact retrieval [42].

To estimate whether there is a difference between numerical processing of Hindu-Arabic numerals within cardinal and nominal contexts, it is necessary to contrast both numerical contexts and their verbal transcoding against some standard. In this case, the numerical priming effect and the magnitude-related numerical distance effect were chosen as cognitive measures of the degree to which numerical semantics was accessed within cardinal and nominal contexts. The reasons for this choice are manifold. The numerical priming effect (NPE) refers to a phenomenon in which a numerically close prime that precedes a number target enhances the processing of the target, typically in terms of increased speed and accuracy [35,43]. The second cognitive measure is the numerical distance effect (NDE), in which comparing two numerals is more accurate and faster as the numerical distance between both increases. NDE is very robust, and it

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[111] ¥ is a currency sign used for the Japanese yen.

was observed in many experimental conditions, including in symbolic single-digit and multi-digit studies [44–49], non-symbolic numerosities [44,50], and non-numerical physical sizes [51]. It is also effective across different number notations [45,52,53]. Additionally, monkeys and primates show numerical distance effect [54–57], as well as human infants and children [58–60].

Finally, it is essential to point out that verbal manipulation is vital for several reasons. As previously mentioned, numerical pronunciation allows active transcoding of visual Hindu-Arabic notation to verbal (spoken) notation. This process requires an active engagement of translation systems and correct matching to phonological output. When people read symbols silently, phonological representation is not necessarily activated, or at least it is not activated in the same way as when spoken articulation is required. Furthermore, cardinal and nominal contexts imply different syntactic interpretations. Unlike nominal reading, cardinal production requires access to and application of syntax rules for thousands, hundreds, tens, and units, whereas nominal production articulates each numeral in a sequence of units. Consequently, cardinal reading tends to allocate more cognitive resources toward the semantic processing of prices, in contrast to the syntax-free logographic-to-phonological production of postal codes. Thus, it's possible to believe that verbal production strengthens contextual weights of stimuli and, at the same time, makes it possible to observe whether spoken production of numerals or the act of transcoding the Hindu-Arabic notation to verbal notation affects the distance effect through priming.

In sum, an experiment was designed to test the processing of Hindu-Arabic numerals within cardinal and nominal contexts. The performance in the numerical comparison task for the numerals primed by verbally transcoded (read aloud) prices and postal codes was measured. This was compared to a condition that didn't require overt verbal production of numerical primes. The experiment combined the priming paradigm and numerical distance effect as a robust cognitive measure for the semantic processing of numbers.

2. Method

In overt and covert reading, the experiment attempted to manipulate two numerical contexts, cardinal and nominal, to measure possible behavioral differences when people perform a numerical comparison task within each context. Semantic priming seems to be the most suitable testing procedure for this experiment [61]. The priming paradigm can be understood as a congruency effect between two stimuli with certain semantic, physical, or repetitive relationships. In other words, prior experience with one stimulus can facilitate or inhibit the subsequent processing of the second stimulus if both stimuli are somehow associated. Following the same logic, if the processing of nominal primes (postal codes) is equal to the processing of cardinal primes (prices), then differences should not be observable in the performance on a consequent comparison task. Contrariwise, if performance is different, than it would suggest different processing mechanisms behind cardinal and nominal primes, i.e., different semantic properties. Strictly speaking, when both numerical contexts are directed to prime the same numerical comparison task, it is possible to compare them directly and observe whether one gets precedence over the other.

2.1. Participants

Twenty-three Japanese students from Kobe University participated in the experiment. Twelve were males (age $M = 21.2$, $SD = 5.8$, range = 18-39) and 11 were females (age $M = 21.1$, $SD = 3$, range = 19-30). Since experimental conditions required reading Hindu-Arabic numerals aloud, at the start of the experimental procedure, each participant was asked to confirm the absence of any vocal or verbal problems. All of them had a normal or corrected-to-normal vision. All participants signed written consent.

2.2. Stimuli and Procedure

Two pseudo-random sets of six-digit prices and postal codes were used as contextual primes. Each set consisted of eight primes with initial digits ranging between 1 and 9, excluding 0 and 5. Half of the time, the first digit of the primes was smaller than five, and the other half, it was larger than five. In addition, the relation between primes and targets was designed so that the first digit of primes and targets was below five in half of the trials (numerical distance between the first prime digit and targets was kept constant at two). In the other half, they were on the opposite side of five (in this case, the numerical distance was constant to five). To mark the appropriate context, in front of each numeral, either a Japanese postal symbol (〒) or Japanese yen

sign (¥) was placed. Thus, the templates for postal codes and prices looked like 〒○○○-○○○ and ¥○○○,○○○. All

Table 1. Stimuli set used in the experiment

Postal codes (nominal set)	Prices (cardinal set)	Masks
〒134-243	¥143,214	wRpQTL
〒231-412	¥214,342	KqGpRF
〒324-143	¥341,243	NcQLWz
〒421-213	¥421,342	xBWsDQ
〒689-768	¥697,978	hXmWFg
〒796-986	¥768,986	WLuBQz
〒867-976	¥869,786	yTqGLw
〒978-687	¥976,798	KqRHnS

stimuli were presented in white font on a black background (Table 1).

Participants sat approximately 80 cm from the computer screen and took part in four blocks of trials. Depending on the block, they were instructed to read aloud or silently read the postal code or price presented in the center of the computer screen. The design complied with 2 x 2 cross-tabulation of blocks, presented in a single sequence: Read aloud/Nominal prime (RANP), Read silently/Nominal prime (RSNP), Read aloud/Cardinal prime (RACP), and Read silently/Cardinal prime (RSCP; i.e., RANP → RSNP → RACP → RSCP). Participants completed 24 practice trials in the same order as the 192 experimental trials. Each trial started either with a postal code or a price replaced by two rapidly interchanging six-letter masks (71 ms each), followed by a target numeral in the center of the screen (Figure 1). The target flashed briefly for 200 ms, and participants had to decide as quickly as possible whether the target numeral was smaller or larger than five by pressing the "S" key for small with their left and "L" key for large with their right hand on a standard computer keyboard. Speed and accuracy were emphasized. All experimental trials within each block were randomly presented.
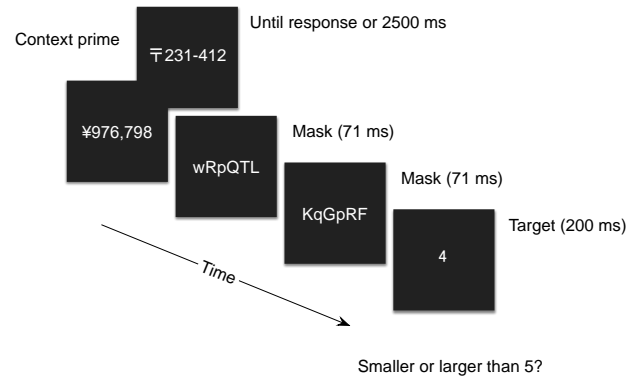

Figure 1. Stimuli presentation in the experiment

Read-aloud conditions were self-paced and obliged participants to verbalize aloud primes adequately depending on the context. After reading them aloud, participants pressed the "S" and "L" buttons simultaneously, and the trial ended. Postal codes required nominal reading like "postal code: one, three, four, two, four, three" for 〒134-243, while prices prompted cardinal reading (e.g., "one hundred forty-three thousand two hundred fourteen yen" for ¥143,214; please note that this is an English translation since the experiment was done with Japanese participants in Japanese language). In read-silently condition, postal codes and prices stayed onscreen for 2500 ms, after which they automatically disappeared. Participants in this condition were instructed to read contextual primes covertly. Silently-read primes didn't require synchronized button-press like the primes in read-aloud condition. Instead, only one button-press response was required for the target. Response speed and accuracy were encouraged.

3. Results

Reaction times between 150-1000 ms were taken into account. One male participant was excluded from the analysis because he failed to follow experimental instructions and had an unusually large number of incorrect responses (25%). Each participant completed 192 trials (48 per block), totaling 4224 trials for all participants. The error rate was extremely low (1.7%) and didn't exceed 10% per participant. Together with the outliers, 3.3% of responses were excluded from the analysis.

Data were analyzed using two ANOVA models. The first one compared the performance in the two different contexts (cardinal, nominal), reading conditions (read-aloud, read-silently), and the congruency between the starting prime digit and the

target digit (both below five, one below/other above five; $2 \times 2 \times 2$ repeated measures ANOVA). Similarly, the second model tested the absolute target distance from five for both contexts and reading conditions in a $2 \times 2 \times 4$ repeated measures ANOVA probing for numerical distance effect differences between the conditions. A correlational analysis was performed for each model to assess the speed-accuracy trade-off. The $2 \times 2 \times 2$ ANOVA coefficient was positive calculated over the 8 cells of the design (two contexts, two reading conditions, and two congruency conditions) but it failed to reach a statistical significance ($r = .35$, $n = 8$, $p = .40$), indicating a trade-off. However, judging the overall error rate in the data of 1.7%, such a trade-off seems negligible. There was no speed-accuracy trade-off in the $2 \times 2 \times 4$ ANOVA model, as was indicated by the positive correlation between RTs and error percentages computed over 16 cells of the design (two contexts, two reading conditions, and four absolute distances from five; $r = .74$, $n = 16$, $p = .001$).
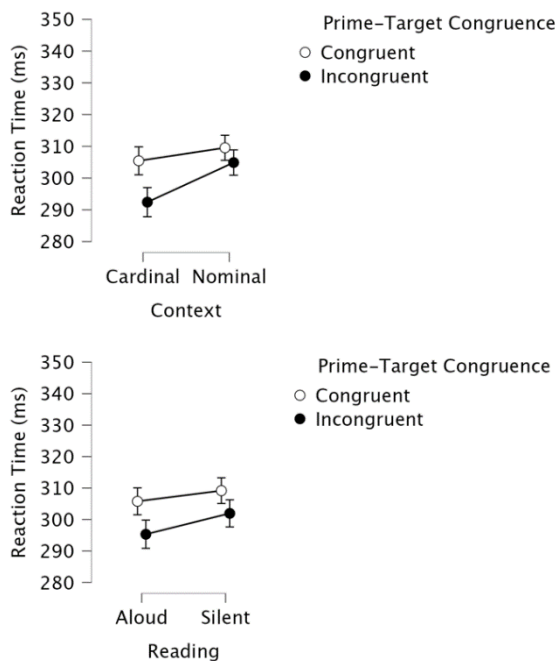

Figure 2. Reaction times (y-axis) as a function of the priming congruency within the context and reading experimental conditions

The $2 \times 2 \times 2$ repeated measures ANOVA assessing the prime-target congruence within the different factors revealed a significant main effect for congruence $F(1, 21) = 9.61$, $p = .005$, $\eta^2_p = .31$ (Figure 2), and an approaching main effect for context, $F(1, 21) = 3.30$, $p = .083$, $\eta^2_p = .14$. No other

main effects or interactions between the factors were evident in the analysis. Subsequently, a paired t-test comparing the prime-target congruency conditions showed a reversed priming effect. In other words, when the target and the prime were on the opposite sides of five (incongruent trials), participants reacted faster [$t(21)$, $p = .005$].

The approaching main effect for the context variable in the initial analysis inspired a closer look at it. The analysis was split as a simplified 2×2 repeated measures ANOVA with context (cardinal, nominal) and congruency (congruent/incongruent prime-target) separately for each reading condition. Taking into account only the read-aloud RTs of the participants, the ANOVA revealed marginal main effects for the context [$F(1, 21) = 4.75$, $p = .041$, $\eta^2_p = .18$] and the prime-target congruency [$F(1, 21) = 4.69$, $p = .042$, $\eta^2_p = .18$] but no statistically significant interaction. When only the RTs from the read-silently condition were taken into account, only the prime-target congruence main effect reached statistically significant levels [$F(1, 21) = 5.21$, $p = .033$, $\eta^2_p = .20$].

The data were also analyzed through the second $2 \times 2 \times 4$ ANOVA model that included the numerical distance explicitly as a factor. Thus, the numerical comparison task performance was compared between cardinal and nominal contexts in reading aloud and silently conditions. A significant main effect was observed for the absolute target distances from five, $F(3, 63) = 31.78$, $p < .001$, $\eta^2_p = .60$, approaching main effect for context [$F(1, 21) = 3.36$, $p = .081$, $\eta^2_p = .14$] and approaching interaction for context $\times$ target distance from five [$F(3, 63) = 2.36$, $p = .080$, $\eta^2_p = .10$]. No other main effects or interactions reached or approached a significant alpha level of .05 (Figure 3).

The model was again simplified and analyzed separately for the two reading conditions. Thus, a 2×4 repeated measures ANOVA was run on the context (cardinal, nominal) and the four absolute distances from the standard number five. When RTs were analyzed only for read-aloud condition, a significant main effect for context [$F(1, 21) = 4.71$, $p = .042$, $\eta^2_p = .18$] and target distance from five were observed [$F(3, 63) = 17.55$, $p < .001$, $\eta^2_p = .46$]. Data within the read silently condition showed only a significant main effect for target distance from five [$F(3, 63) = 17.05$, $p < .001$, $\eta^2_p = .45$].

Finally, Figure 4 shows that the numerical distance effect was evident in both contexts. It followed its usual monotonically decreasing function as the absolute distance for the standard numeral five increased. In other words, as the target numeral

deviated further from five, participants were faster to react correctly in the comparison task.
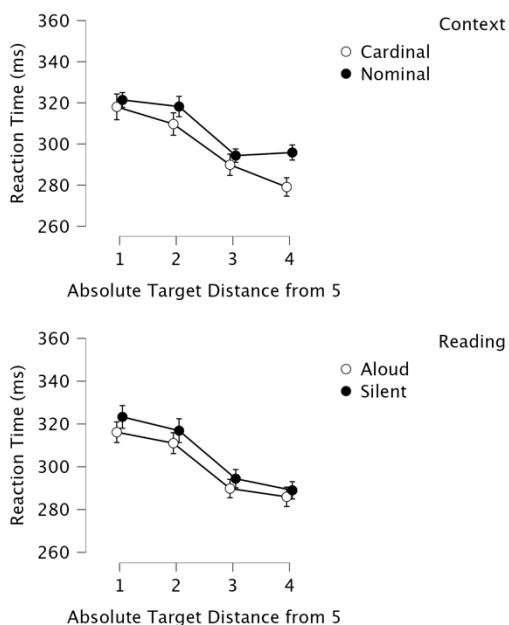

Figure 3. Reaction times (y-axis) as a function of the absolute distance from the standard five in the numerical comparison task within the context and reading experimental conditions
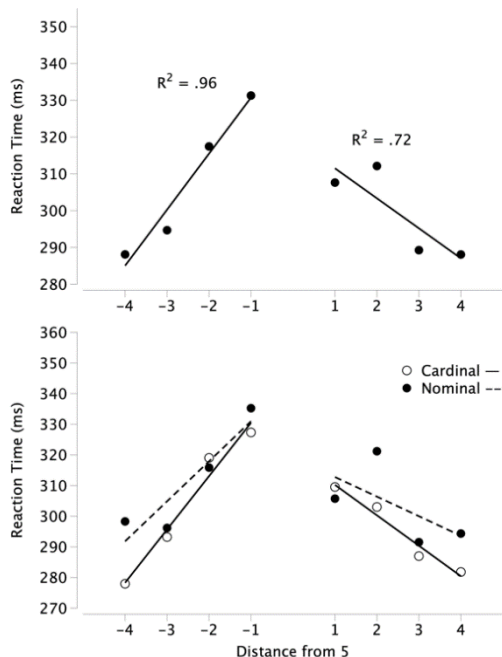

Figure 4. The upper graph represents the mean RTs collapsed across conditions. Linear regression

lines plotted show a monotonically decreasing function for each unit of distance from the standard of five in the numerical comparison task. The lower graph depicts the same data points and the fitted linear regression lines for each context separately

4. Discussion

Hindu-Arabic numerals are highly reliable in conveying quantitative information. However, depending on their contextual use, they can incorporate ordinal and nominal information besides cardinal. The flexibility of numerals is best shown in their extensive everyday use, whether they convey quantity, establish order, or simply serve as labels for objects, spaces, and events. By combining the contextual priming paradigm with the distance effect as a robust cognitive measure of numerical semantics, the experiment aimed to look for chronometric and congruency patterns that might hint at different underlying processing of numerals used in cardinal and nominal contexts. Similarly, the experiment addressed the issue of possible dissociations between verbally spoken numerals and numerals that were read silently. Dual-route models like Dehaene's triple code model assume asemantic processing routes in addition to the "default" semantic routes that permit to hypothesize that some differences may be expected between both numerical contexts [12].

Both analyses detected the same pattern of statistically significant main effects for the congruency (as a signature of the NPE) and absolute distance from five (signature of NDE). Still, none of the interactions between the primes in different contexts or reading modes and the target were statistically supported. However, the simplified versions of models showed a main effect of contexts. Still, in the absence of two-way interactions between the context and congruency (assuming NPE) or between the context and the absolute distance (assuming NDE), there is no clear evidence that the experiment detected a qualitative difference in the consequent task between the cardinal and nominal primes. Yet, there seem to be differences in how people process cardinal and nominal numerals, judging by the fact that prices were generally processed faster in read-aloud conditions than postal codes in both simplified ANOVA models. People may be more familiar with the number symbols used in a cardinal context, like prices, which they could encounter more often in daily life and pay more attention to. Moreover, the nominal numerals possibly dominantly activate the asemantic mode of

numerical processing (reflected as a small RT cost in the NPE and NDE measures). On the other hand, the prices, being the cardinal type of numbers, benefit from both the semantic and the asemantic processing codes. Verbalization could be supportive of the quantitative information expression of numerals and could have increased the perceptual properties of the numerals in the cardinal context. When read aloud, their numerical meaning is potentiated, making the performance on the subsequent comparison task slightly faster [12,13].

Another curious observation is the reversed numerical priming effect. Participants in the congruent trials, in which the initial digit of the primes and the target were numerically closer (both bellow or both above five), performed worse compared to trials in which the prime and the target were numerically distant (on the opposite sides of the standard five). The NPE's explanation often relies on the spreading-activation model [62] proposed for different forms of semantic processing, according to which activation of one concept's meaning cognitively spreads to its near-associated concepts. In other words, activating a number value activates similar neighboring numerical values, making their subsequential processing easier. However, the faster RTs for incongruent trials could indicate some systemic bias in how stimuli were designed. Although the author of the current study assumed that the initial digit in the prices and postal codes is sufficient to create a percept of the desired numerical value (bellow or above five), it is likely that the other randomly generated digits in the stimulus may have played a more significant role than originally planned. By extracting their gist sum, participants might have engaged in the so-called "ensemble statistics" of the digits presented as primes. Previous studies confirmed such ability to extract, even subconsciously, at a glance, sums of Hindu-Arabic number symbols [63]. If such processing indeed have occurred, it would mainly affect the primes consisting of numbers smaller than five. This is because they would be more effortless to sum compared to the primes with larger numbers, and essentially such perception would bring both sets of primes – under and above five – to look larger than the standard target of five. Thus, regardless of their intended design, all primes could have been congruent with the "larger than five" response and contributed to the statistically significant main effect of congruency.

The numerical distance effect was successfully replicated following the previous classical studies in the field [44,46]. In the absence of statistically significant interaction between the context variables and the NDE as a measure of quantity processing, two interpretations are given: first, that there is no difference between the cardinal and nominal contexts (which is unlikely, given the main effect of context in the simplified ANOVA), and second (and more likely), the experimental design failed to elicit a strong enough effect and contextual setting that could potentially affect the NDE measure. The latter interpretation is more likely to be true since there was a transfer of information between the primes and target, as evident by the main effect of congruence, but not sufficient to influence the NDE. Another possibility is that the sample size was not large enough to detect the differences between the contexts, and the timing of the primes presentation could be too short to be sufficient for their deeper contextual processing. Finally, a serious limitation of the current study is that numerical contexts were measured indirectly by observing performance on numerical comparison tasks. Future experiments must find a way to measure it more directly.

Conclusion

At this point, it is only possible to go as far as to say that the experiment provided few hints on cardinal and nominal numerical contexts as two different semantic alternatives. More convincing studies with improved experimental designs are needed in the future. For example, they could involve measurements for each context in tasks that require quantitative processing (e.g., comparison to a standard) but also in tasks in which quantities are irrelevant (e.g., parity judgment). In such a way, a double-dissociation could be established to give more convincing evidence on the issue. Numbers in their symbolic and non-symbolic forms are very flexible stimuli, so studying the role of different numerical contexts in the future is crucial.

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How Has Covid-19 Affected Access to Health Services for the Elderly with Chronical Disease

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Abstract

Introduction and purpose: During the COVID-19 pandemic, the measures taken to protect and maintain the health of elderly and chronically disease individuals affected the access to health services and the treatment process. Access to health services also affects their health-seeking behavior. This study is to determine the effect of the COVID-19 process on the access to health services and health-seeking behaviors of the elderly with chronic diseases. The results of this study can be a guide in the health planning to be made in case of natural disasters, in the current pandemic and future pandemics.

Methods: The research is in descriptive-cross-sectional design. Data were collected between 01.10.2021 and 10.02.2022. The population of the research consists of individuals over 65 years of age with chronic diseases. The sample size was calculated as 210 people with power analysis at 95% confidence interval. Before the study, the participants were informed in writing with the form attached to the questionnaire within the scope of the Helsinki criteria. Data were collected by Personal Information Form and Health Seeking Behavior Scale. $p<0.05$ significance level is accepted.

Results: The mean age of the participants was 71.93 ± 7.37. 58.6% of the participants are women. 30.2% of the elderly stated that they had difficulty in obtaining the drugs they used for their chronic diseases, 44.7% of them stated that they had difficulty in going to disease control. The most common reason for the participants to apply to the health institution during the pandemic period (33%) was to prescribe medication. Health seeking behavior is high among those with at least university level education, those with higher incomes and those living in the city center.

Conclusion: It has been determined that the elderly with chronic diseases have difficulty in accessing health services during the pandemic period. Education level, income status and place of residence affected health seeking behavior.

Keyword: *COVID-19, health-seeking behaviour, access to health services.*

1. Introduction

The Novel Coronavirus Disease (COVID-19), which emerged in December 2019 in Wuhan, China, began to spread throughout China from the beginning of 2020. This disease, which does not discriminate against religion, language, race and gender, has spread from China to the whole World.[1] On January 30, 2020, the World Health Organization declared that the pandemic caused international concern in terms of public health and required an emergency.[2] The risk of contracting the COVID-19 virus is the same for everyone. However; It is also known that the lethal effect increases with age.[3] People over the age of 60 and people with chronic diseases are especially at risk.[4]

In the fight against this pandemic, countries have initially adopted different practices. Turkey, on the other hand, has implemented the measures it has taken gradually according to the developments in the world. These measures are practices that affect individual and social life and significantly change people's daily routines. While the measures are put into practice on the one hand, it is also important that the services necessary for the continuation of life can be provided on the other hand. A number of measures have also been taken for elderly individuals, who constitute the most important risk group in the COVID-19 pandemic. Among these measures, by the decision of the Ministry of Internal Affairs, there are restrictions on citizens aged 65 and over and people with chronic illness from leaving their residences, walking around in open areas such as parks and gardens, and the use of public transportation vehicles. With this measure taken for the elderly, the state fulfills a constitutional duty.[5] In addition to these measures taken to protect and

maintain the health of elderly and chronically disease individuals during the COVID-19 pandemic, the most important of the problems experienced by the elderly was the difficulties experienced in the health services and treatment process. Measures such as reducing the number of outpatient clinics, converting some clinics into COVID clinics, limiting surgical operations, making certain tests conditional (PFT, etc.), postponing non-emergency services have restricted access to hospitals, especially for elderly and chronically disease individuals. The isolation of healthcare workers and their contacts due to the COVID-19 infection seen in healthcare workers also limited the services provided.[6] In particular, older adults living in rural areas have had difficulty accessing the care they need for urgent and chronic health problems during the pandemic.[7] Access to health services is the opportunity to benefit from needed health care. But for this service to be available, the service must be affordable, physically accessible, and acceptable. The level of access affects the use of health services and the health status of the community.[8,9] People's access to health services also affects their health-seeking behavior.[10] In addition, various factors such as socioeconomic conditions, age, social status of the person, gender, authority of the elderly in the family, financial security of the elderly, distance of nearest health facility, perception of health and illness, and type of illness affect the health-seeking behaviors of the elderly.[11,12]

Health-seeking behavior refers to the actions people take to find a suitable solution for both real and potential problems. It is defined as illness behavior when it occurs for real problems. It is defined as health behavior when it arises for potential problems.[13] Health behavior is defined as the whole of the behaviors that an individual believes and practices in order to maintain health and prevent diseases (such as regular exercise, healthy diet). Illness behavior affects the recognition of the disease, the scope of health practice and compliance with medical advice, the course of the disease and the treatment process.[14] In the presence of physical symptoms, some people seek medical attention immediately, while others delay this for various reasons. As a result, early diagnosis and treatment of the disease becomes difficult. The delay in seeking medical help affects a person's life expectancy.[15] When elderly people deal with their problems at the appropriate time and receive health care, the risk of disease progression and complication development is reduced.[11] The aim of this study; To determine the impact of the COVID-19 process on the access to health services and health-seeking behaviors of the

elderly with chronic diseases. The results of this study can be a guide in the health planning to be made in case of natural disasters, in the current pandemic and future pandemics.

2. Material and Methods

The research is in descriptive-sectional design. its universe; It consists of individuals over 65 years of age with chronic diseases. The sample was calculated in G power and 210 individuals were found at the 95% confidence interval. The study was conducted with 215 voluntary elderly individuals with chronic diseases. Research data were collected from volunteers face-to-face and online. Data were collected between October 2021 and February 2022. Before starting the study, all participants were informed about the purpose of the study and the confidentiality of the data obtained, and that it would only be used for scientific purposes. Approval was obtained from Ordu University Clinical Research Ethics Committee (KAEK 2021/253).

Inclusion criteria for the study:

- Having at least one chronic disease
- Being over 65 years' old
- Having the mental capacity to answer questions

Data Collection Tools:

- Personal Information Form
- Health-seeking Behavior Scale

Personal Information Form: the form consists of a total of 35 questions, including the socio-demographic characteristics of the individuals participating in the research, their status of applying to a health institution due to a chronic illness or other reasons during the COVID-19 pandemic.

Health Seeking Behavior Scale (HSBS): The health-seeking behavior scale, developed by Kıraç ve Öztürk (2021), consists of 12 items and has 3 sub-dimensions. These are the sub-dimensions of "online health seeking behavior", "professional health seeking" and "traditional health seeking behavior".[16] Scale items were prepared using the Likert method and each item is scored between 1 and 5. *Online health seeking behavior*, which is a sub-dimension of the Health Seeking Behavior Scale, can be defined as seeking various health resources and expert opinions via the internet.*[17]* ***Professional health-seeking behavior*** is when individuals go to the nearest health institution to seek a cure for their illness and attempt to get treatment there.[13] ***Traditional health seeking behavior*** is the use of alternative medicine methods, teachers, sorcerers,

circle of friends, herbal medicines and folk remedies, which are known as the traditional method apart from the professional method, which are believed to be useful for seeking a cure.[18] Traditional methods are knowledge, skills and practices based on theories, beliefs and experiences specific to different cultures that are used in the protection of health, diagnosis or treatment of diseases.

3. Statistical Analysis

Statistical package program was used for the analysis. Number, percentage, median and min-max values are given for descriptive statistics. The conformity of the data to the normal distribution was tested. Mann Whitney-U tests for two-category variables and Kruskall-Wallis tests for three or more variables were used to determine whether there was a difference between health-seeking behaviors according to the demographic characteristics of the participants. The means were given together with the standard deviation (Mean±SD), p<0.05 was evaluated as statistical significance.

4. Results

The mean age of the elderly individuals participating in the study is 71.93±7.37. 58.6% of them are female, 67% of them are married. 50.2% of them stated that their income is equal to their expenses, 38.1% of them live in the district, 40.9% of them live with their spouses (Table 1). The most common chronic diseases in the elderly were hypertension and diabetes (37.7% and 24.7%, respectively) (Figure 1). The mean of applying to the family physician of the participants was 3.17±3.59, and the mean of applying to a full-fledged health institution was 2.33±2.31.

Table 1. Descriptive Characteristics of Participants (N=215)

Descriptive Characteristics		n	%
Mean age: 71,93±7,37			
Gender	Female	126	58.6
	Male	89	41,4
Marital status	Married	144	67.0
	Single	14	6.5
	Widow	57	26.5
Education level	Literate	79	36.9
	Primary-secondary school	96	44.9
	High school	29	13.6
	University and above	10	4.6
Profession	Officer	7	3.3
	Employee	11	5.1
	Retired	105	48.8
	Housewife	86	40.0
	Other	6	2.8
Income	Income equals expense	108	50.2
	Income less than expenses Income more than expenses	60	27.9
		47	21.9
Place of residence	City center	61	28.4
	District	82	38.1

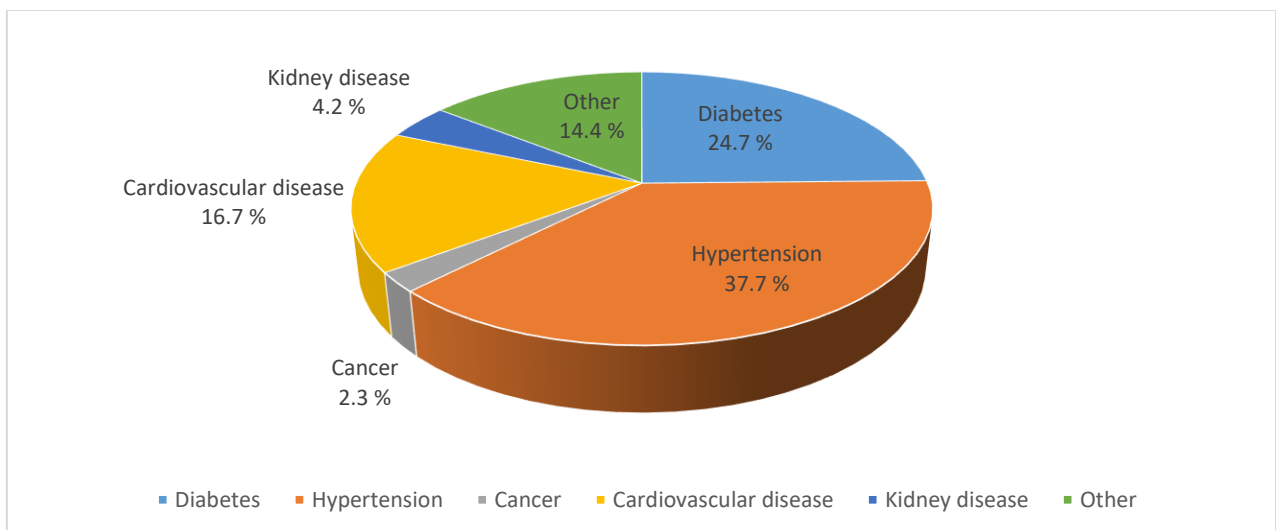|	Village	72	33.5
Living person	Alone	35	16.3
	With spouse	88	40.9
	With spouse and child	55	25.6
	With child	28	13.0
	Other	9	4.2
Unhealthy habit	Cigarette	30	14.0
	Alcohol	5	2.3
	Cigarette and alcohol	6	2.8
	I don't have a habit	148	68.8
	I gave up	26	12.1

Figure 1. Chronic disease in the elderly

60.9% of the elderly applied to a health institution due to chronic illness during the pandemic, and 9.8% of them were hospitalized. About one-fifth of the elderly either could not make an appointment for health problems (19.1%) or postponed the problem due to the epidemic (7.0%). While 30.2% of them had difficulty in obtaining the drugs they regularly use, nearly half of them had difficulty in going to their regular check-ups (Table 2).

In the study, a statistically significant difference was found in the health-seeking behavior scores of the elderly according to their education level, income and place of residence. The mean rank of health seeking behavior was found to be higher in those with a university and above education level, those with higher incomes and those living in the city center (p<0.05) (Table 3). In the distribution of sub-dimension scores, education level and place of residence made a difference in online health seeking behavior. Income level and the person living together made a statistical difference in professional health-seeking behavior. The online health-seeking behavior scores of the elderly who do not have a coronavirus disease in themselves or in their families are significantly higher p<0.05) (Table 3).

Table 2. Access of the elderly with chronic diseases to health services during the pandemic period (N=215)

		n	%
Status of applying to a health institution due to chronic illness	Yes	131	60.9
	No	84	39.1
Hospitalization status due to chronic illness	Yes	21	9.8
	No	194	90.2
Access to health services in case of a health problem	I was able to be examined	136	63.3
	I reached my family doctor by mobile phone	23	10.7
	I couldn't get an appointment	41	19.1
	I postponed the problem	15	7.0
Reason for applying to a healthcare institution	to prescribe medication	71	33.0
	Regular checkup	37	17.2
	get sick	30	14.0
	Other	5	2.3
	I did not apply	72	33.5
Has the public transport restriction negatively impacted access to health care?	Yes	38	17.7
	No	141	65.6
	Partially	36	16.7
Having difficulty in obtaining regularly used medication	Yes	25	11.6
	No	150	69.8
	Sometimes	40	18.6
Difficulty getting to chronic disease control	Yes	55	25.6
	No	119	55.3
	Sometimes	41	19.1

Table 3. Distribution of Health Seeking Behaviors by Some Characteristics of Participants (N=215)

Özellik	Online health seeking behavior Mean rank	Professional health seeking behavior Mean rank	Traditional health seeking behavior Mean rank	Health Seeking Behavior Scale Total Mean rank
Gender				
Female	103.17	99.42	109.03	99.98
Male	108.80	112.83	104.11	108.41
Test value	MWU:5063.50 p:0.506	MWU:4626.00 p:0.109	MWU:5246.00 p:0.563	MWU:4737.50 p:0.316
Marital status				
Married	111.47	108.50	105.19	109.62
Single	110.29	102.46	139.43	103.11
Widow	89.75	96.73	103.54	88.35
Test value	KW:5.313 p:0.070	KW:1.567 p:0.457	KW:4.256 p:0.119	KW:5.022 p:0.081
Education level				
Literate	82.29	103.08	117.22	88.77
Primary-secondary school	114.13	103.11	99.77	110.17
High school	117.83	111.71	102.97	107.29
University and above	162.67	98.30	97.00	136.50
Test value	KW:22.725 **p:0.000**	KW:0.552 p:0.907	KW:3.935 p:0.269	KW:8.770 **p:0.033**
Income				
Income equals expense	96.09	105.43	99.31	92.70
Income less than expenses	112.53	90.46	116.45	105.94
Income more than expenses	117.96	122.36	112,28	125.37
Test value	KW:5.296 p:0.071	KW:7.353 **p:0.025**	KW:3.468 p:0.177	KW: 9.602 **p:0.008**
Place of residence				
City center	128.06	116.39	98.61	119.38
District	96.65	102.17	107.36	93.97
Village	96.73	99,09	113.47	101.54
Test value		KW:2.958 p:0.228	KW:1.923 p:0.382	

	KW:11.427 p:0.003			KW: 6.213 p:0.045
Living person				
Alone	100.71	108.26	110.71	101.57
With spouse	107.00	117.18	93.35	105.13
With spouse and child	118.05	99.13	123.45	116.56
	84.41	80.98	112.45	80.20
With child	100.44	85.89	105.50	89.11
Other	KW:6.068 p:0.194	KW:9.439 p:0.051	KW:8.640 p:0.071	KW:7.319 p:0.120
Test value				
Being diagnosed with COVID-19 (self or a relative)				
Yes	94.75	100.68	113.83	96.02
No	112.67	103.67	102.55	108.35
Test value	MWU:4389.00 **p:0.035**	MWU:4814.50 p:0.720	MWU:844.00 p:0.188	MWU:4456.50 p:0.146

Conclusion

One fifth of the elderly could not access health care during the pandemic, although they felt the need. Approximately one-fifth of the participants had difficulties in obtaining the drugs they regularly use, and nearly half of them had difficulties in going to their regular check-ups. While online health seeking behavior is high among those with at least university level education and those living in the city center, professional health seeking behavior is high among those with high income.

- Special precautions should be taken for the elderly to access health services during pandemics. Establishing a unit serving only the elderly and ensuring their transportation can facilitate their access to health services.
- It is recommended to inform, raise awareness and provide the necessary professional support so that the differences in education, place of residence and income level of the elderly do not adversely affect their receiving professional health care.

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Demographics, Lifestyle Behaviour and Quality of Life are Differentially Associated with Cognitive Functions

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Abstract

Assessing the role of demographics, lifestyle behaviours and perceived quality of life (QoL) in cognitive changes is salient to determine contributing factors to cognitive preservation. An online survey explored the extent to which cognitive functions i.e., processing speed, updating, memory and reasoning ability are accounted for by self-reported demographics, lifestyle (physical activity, video game use, dietary intake, sleep), and quality of life (QoL). As part of the survey, participants completed a reaction time test, a mental rotation task, and the Shortened Raven's Standard Progressive Matrices to evaluate processing speed, updating and reasoning ability, respectively. Participants (N = 383, Mean age ± SD = 26.70 ± 11.23) were mostly female (78.1%), had completed tertiary education (74.7%) and were from Western (56.1%) and non-Western countries (43.9%). The findings showed the speed of information processing was associated with demographics; whereas updating and reasoning (the functions of controlled cognitive processes) were accounted for by lifestyle behaviours and QoL. Stepwise multiple regression analyses indicated that age, education level and country were significant predictors of processing speed (R^2 = 14.1%), whereas video game use, sugar intake, sleep disturbance and QoL predicted changes in updating memory (R^2 = 7.0%) and reasoning (R^2 = 6.5%). Based on these findings, it is suggested that processing speed was more sensitive to demographics, whereas changes in updating and reasoning were anticipated with modification of lifestyle and perception of QoL.

1. Introduction

Cognitive functions involve the ability to acquire, process, store, and transmit information facilitating day-to-day functioning [1]. They are essential in determining how well children perform at school, career development in adulthood, and independency in ageing. Although distinct cerebral changes are detected following transition into late adulthood [2], cognitive decline may have begun well before this stage [3, 4], with greater declines detected in information processing speed and controlled cognitive processes (shifting, updating memory, inhibition, reasoning) compared to verbal fluency [5, 6]. As a result, preservation of cognitive functions is central not only to ageing individuals but the adult population as a whole.

Evidence of cognitive malleability in response to external stimuli [7, 8] underlines the potential influence of non-pharmacological factors on cognitive functions. The abundance of literature has shed some light on the relevancy of lifestyle behaviours, such as physical activity, dietary intake, sleep quality and video game use in promoting cognitive preservation. This is indicated by the increased risk of impairment in processing speed, attention, updating, shifting, and inhibition functions with sedentary lifestyle [9-11], diet of high saturated fat and sugar [12, 13], and poor sleep quality [14-16]. In addition, a growing body of evidence supports cognitive enhancement effects of video games [17, 18], though the level of enhancement differed with gaming intensity [19, 20], age groups [21], and game types [22, 23].

Demographic factors were also proposed as important determinants of cognitive variances. For example, cognitive differences between male and female are well documented with males performing better at visuospatial tasks, and females performing better at verbal tasks [24, 25]. Numerous studies asserted higher education attainment and employment in complex jobs predicted better cognition and reduced risk in its impairment [26-28]. Individuals with body mass index that was outside of the normal range showed adverse effects on memory, inhibition, and updating performance [29, 30]. In addition, though there is a long-held assumption that cognitive functions are culturally neutral [31], recent findings suggest otherwise [32, 33]. This is evidenced by the adoption of different cognitive strategies in solving similar tasks across

geographically different populations, which resulted in differential task performance [34, 35].

Given the known association between demographic, lifestyle behaviours, and QoL with cognitive functions in adulthood, the present study sought to examine how multivariate between demographics, lifestyle behaviours (physical activity, dietary intake, video game use, sleep), and QoL predicts cognitive functions in adults. The cognitive functions assessed were information processing speed, updating memory, and reasoning. This examination is expected to enable identification of the set of factors predicting various cognitive functions and to determine the extent to which these predictors explained variances in cognitive functions.

2. Method & Results

An online survey was administered using Qualtrics software (Provo, Utah, USA). Before survey commencement, participants were provided with the details of the study and proceeding to respond to the questions was considered as consent for participation. The University of Sydney Human Research Ethics Committee approved the project (No.: 2017/199). In brief, the information collected included the following:

Demographics: Age, sex, height, weight, education, and employment status.

Lifestyle behaviours: Video game use, the Physical Activity Scale [36], the Dietary Fat and Free Sugar - Short Questionnaire (DFS) [37], and the Verran and Snyder-Halpern (VSH) Sleep Scale [38].

Cognitive functions: Processing speed using a 3-choice reaction time test, updating memory using the re-drawn Vanderberg & Kuse version [39] of Mental Rotation Test (MRT), and reasoning using the Shortened Raven's Standard Progressive Matrices (RSPM) [40].

QoL: Assessment of Quality of Life (AQoL) scale [41]

2.1. Demographic Characteristics

Table 1. Characteristics of participants (N = 383)

Characteristics		Mean ± SD	N (%)
Age (year)		26.7 ± 11.2	
BMI		23.5 ± 5.0	
Sex (Female)			299 (78.1)
Education	Primary		3 (0.8)
	Secondary		96 (25.1)
	Tertiary		284 (74.2)
Employment status (Employed)			202 (52.7)
Country			
Western	Australia		194 (89.0)
	Others[a]		24 (11.0)
Non-Western	Malaysia		153 (92.8)
	Others[b]		12 (7.2)

Note. [a]Canada, United States, Germany, United Kingdom, [b]Middle East, Macau, The Philippines, Singapore, Turkey.

2.2 Predictors of Cognitive Functions

Correlation analysis confirmed small-to-modest associations between demographics, lifestyle behaviours, and QoL with cognitive functions at $p < 0.05$. Longer processing speed was associated with older age, coming from non-Western countries, and completion of higher education. Subsequent stepwise multiple regression analysis showed age, education attainment, and countries were found to be significant predictors explaining 14.1% of the variance.

Several variables were correlated with updating memory: age, video game use, and sleep disturbance. The regression analysis identified that gaming frequency, sugar intake, and sleep disturbance were predictors of updating memory; significantly accounted for 7.0% of its variance.

For reasoning, associations were found only with the amount of sugar intake and QoL. Stepwise regression established the predictors of reasoning as sugar intake and perceived mental health in addition to gaming duration per session; accounting for 7.0% of variance. In other words, taking less sugar, spending more time playing games, and having a more positive mental health perception predicted better reasoning ability. Findings of regression analyses are presented in Table 2.

Table 2. Predictors of cognitive functions

Cognitive function	R^2	Std. β (95%CI)	F	p
Processing speed	0.14		11.56	<0.001*
Country		-0.28		<0.001*
		(-111.70, -41.47)		
Education		0.14		0.003*
		(3.33, 77.87)		
Age		0.13		0.046*
		(0.88, 3.91)		
Updating	0.07		4.75	0.003*
Gaming		0.18		0.013*
		(0.01, 0.05)		
Sugar		-0.16		0.027*
		(-0.02, -0.00)		
Sleep		-0.15		0.033*
		(-0.00, 0.00)		
Reasoning	0.07		6.21	<0.001*
Mental health		0.18		0.007*
		(2.90, 18.42)		
Gaming		0.18		0.007*
		(0.17, 1.07)		
Sugar		-0.17		0.012*
		(-0.45, -0.06)		

3. Discussion and Conclusion

The findings of the survey revealed the predictors differentially accounted for processing speed and controlled cognitive processes, i.e., updating and reasoning, in an adult population. Processing speed was only accounted for by demographics, whereas updating and reasoning were accounted for by lifestyles and QoL. These predictors accounted for a significant, but small proportion of the cognitive variances.

The findings suggested demographics factors of increasing age, completed higher education, and coming from non-Western countries, accounted for longer information processing time. These findings align with previous studies proposing cognitive decline is evident in adults as early when they were in their 20s [3, 4]. This is substantiated by neuroimaging studies demonstrating slowing of processing speed with progressive age is associated to a reduced grey matter volume and white matter integrity [42].

The present study did not find protective effects of higher educational attainment on cognition but found adults who completed secondary level of education had faster processing speed than those who completed education at tertiary level. This is probably due to participants who have completed

secondary education tend to be younger than those who had attended education at tertiary level.

Another factor emerged as a predictor influencing changes in processing speed is geographical location of participants. Participants who localised in Western countries had faster processing speed compared to those coming from non-Western countries. Culturally attributed differences in cognitive performance have been reported on spatial processing tasks; performance differences found between students of European descendants performed better i.e., faster response time and accuracy compared to their Asian counterparts. [34, 43, 44]. These differences could be attributed to the use of different information processing strategies in problem solving [33, 45]. However, this finding should be treated with caution as country categorisation (Western vs. non-Western) was inferred using participants' IP address rather than self-report.

The demographic factors, however, did not predict controlled cognitive processes i.e., updating memory and reasoning. Rather changes in these processes were accounted for by modifiable lifestyle and mental wellbeing. Findings indicated greater video game use predicted better updating memory and reasoning ability. Video games are considered a promising cognitive training tool, a proposition founded upon growing evidence of its enhancement effects on overall cognitions [46-48]. Exposure to cognitive stimulating activities, such as video gaming, reduces the risk of cognitive decline across adulthood and progressive cognitive diseases in old age [49, 50]. Neural changes by brain activation and increased cortical matter density and integrity that correlate with increased cognitive performance [51-53] may suggest cognitive plasticity following prolonged video game playing.

Similar cognitive trajectories were also found in updating and reasoning functions from excessive consumption of sugar. This is because high cerebral glucose concentration increases neuronal vulnerability through reduced secretion of amyloid protein breakdown by-products, a type of protein harmful especially for the hippocampus [54-56]. Kanoski and Davidson [57] found impairment in spatial memory performance 72-hour post high-sugar diet in a sample of rodent, whereas non-spatial memory was spared until a month after they had started on the diet. Impairment in visuospatial functions was also evident in healthy young adults, who consumed significantly more food that was high in sugar and fat [58]. The ability to accurately respond to the updating and reasoning items

measured in the present survey was heavily dependent on visuospatial skills i.e., mental rotation task and RSPM. The findings in the present study are in agreement with the literature on the detrimental effects of poor sleep and high sugar intake on effective and efficient control in cognitive processing.

The present findings also showed lower cognitive performance is predicted by greater sleep complaints and poorer perceived mental health. Sleep complaints were characterised by light and fragmented sleep as well as greater movement during sleep and longer sleep onset latency. The mechanism that underlies the association between sleep and cognition may be due to impaired β-amyloid clearance, a type of protein deposit high in Alzheimer's patients' brain, in poor sleep. Ineffective β-amyloid clearance, a process that occurred during slow wave sleep, resulted in poor consolidation of learned skill and knowledge [59, 60]. Additionally, perception of mental health, measured by items on sleep quality as well as on pain and anxiety, was associated with a higher reasoning score in the current study; this is in line with previous findings supporting the association between psychological wellbeing and cognition [61, 62]. Furthermore, aspects of wellbeing, such as pain and negative emotions, were linked to sleep disturbance emphasising their complex role in accounting for cognitive changes in adult population [63-66].

The present study suggests slower information processing speed is expected with increasing age as well as having higher education attainment and coming from non-Western countries. Meanwhile, updating function and reasoning ability were predicted by lifestyle behaviours, such as video game use, sugar intake, and sleep disturbance, in addition to QoL. Although slowing of processing speed is inevitably associated with demographic factors, controlled cognitive processes are, however, malleable to modifiable lifestyle factors and perceived QoL. Based on these findings, it is suggested for future empirical work to further examine how specific modifiable factors affect cognitive functions to ensure desirable changes for cognitive preservation.

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Some Features of Women with and without Violence in the Last One Year

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Abstract

Exposure to violence is a global and common condition for women. The COVID-19 pandemic is also thought to have an impact on violence. The aim of this research is to determine some characteristics of women who are victims of violence and who are not during the pandemic process. Quantitative method was used in the research. Data was collected with the case-control group approach. 112 women were reached by snowball sampling. Fifty-six women in the case group reported being abused in the last year and others (the control group) had not. Post hoc power analysis was performed for sample size with G*Power program and power was determined as 0.91. Prior to the research, information was made within the framework of the Helsinki declaration. Questions are questions created in accordance with the literature information. Ki-square and logistical regression analysis was performed. $p<0.05$ signability level is accepted. The mean age of the participants was 26.26 ± 7.97 (min-max: 16-49). 65% of women stated that there is someone who can support them in case of violence, 68.6% know where to apply if they are subjected to violence, 58.7% know the laws and regulations related to violence, and 63.4% are aware of women's guesthouses. In the case group; Those aged 31 and over ($p=0.001$) were found to have higher rates of those with low educational levels of both their own ($p=0.001$) and their spouse ($p=0.006$), those who were housewives ($p=0.001$), those who were married ($p=0.001$). Socio-demographic characteristics have been found to make a difference in women being victims of violence. Women's knowledge level is high in violence prevention issues but below the desired level.

Keywords: *violence, socio-demographic characteristics, exposure to violence, female.*

1. Introduction

Violence is a complex and multifaceted problem due to differences in the nature, form and origin of abuse. This problem, on the other hand, has various consequences for the perpetrator of violence and the individual who is faced with violence. Violence, which emerges as a cycle in which the psychosocial balances of the individual are completely shaken, is a phenomenon that has reflections in the social sense (Altın, 2020).

Violence against women (VAW) is a form of physical, sexual or psychological harm or suffering to a woman; It is defined as violence that occurs in public or private life, which may involve threats, oppression or arbitrary obstruction of freedom (Arabacı Baysan & Uygun, 2020). The VAW has been reported to be recognized as a global pandemic by the secretary-general of the United Nations (Guterre, 2018).

It has been reported in many reports that the VAW has increased with the isolation measures implemented during the COVID-19 pandemic (Sánchez, Vale, Rodrigues, & Surita, 2020). As it is known, the COVID-19 pandemic has brought about many situations such as changing the usual social order, experiencing income losses in the economic sense, loss of status, panic and anxiety, etc. (Altın, 2020). In addition to the increase in VAW during periods of intense restrictions during the pandemic, another negative was the limitation of access to social and public support resources (Levandowski, Stahnke, Munhoz, Hohendorff, & Salvador-Silva, 2021).

In 2020, the United Nations Development Programme reports that the proportion of women aged 15 and over who are subjected to physical and/or sexual violence by their partner is approximately 28% in Europe and Central Asia, 31% in South Asia and Sub-Saharan Africa, 52% in Bangladesh, 59% in Bolivia, 51% in Afghanistan and 38% in Turkey (Seçgin, Arslan, & Tarı Selçuk, 2021). In Turkey, in the report published in March

2020, it was reported that physical violence increased by 80%, psychological violence increased by 93%, and the demand for shelters increased by 78% compared to the previous year (Abay & Akın, 2021). In parallel with the statistics reported from different countries of the world, the increase in violence against women, which Phumzile Mlambo-Ngcuka from the United Nations Unit for Gender Equality and Women's Empowerment describes as a "shadow epidemic", especially during the period of social isolation, reveals the fact that homes are not safe areas for all women (Mlambo-Ngcuka, 2020).

The aim of this research is to determine whether the sociodemographic characteristics of women who were and were not victims of violence between the years 2020-2021 make a difference on their experiences of violence.

2. Material and Method

Quantitative method was used in the research. The population of the research, in which the analytical design (case-control group approach) was applied, consisted of women who were and were not victims of violence between the years 2020-2021. 112 women were reached by snowball sampling method, which is one of the improbable sampling methods. 56 women in the case group reported that they had been subjected to violence in the last year, while the others (control group) reported that they had not been subjected to violence. Post hoc power analysis was performed for the sample size with the G*Power program and the power was determined as 0.91. The city where the data were collected is in the Eastern Black Sea Region of Turkey. Women who did not have any mental illness diagnosed by a physician and volunteered to participate in the study were included in the study. Case-control group matching was made according to the place where most of the participants lived and their willingness to receive counseling about violence. The data of the research were collected between February and May 2022. Written consent was not obtained from the participants as it was considered that it would decrease the participation rate in the study. Data were collected by face-to-face interview method. The dependent variable of the study was whether or not they had been exposed to violence in the last year, and the independent variables were the sociodemographic characteristics of the participants and some knowledge and approaches about violence. Before the research, information was given within the framework of the Declaration of Helsinki. The questions are questions created by the

researcher in accordance with the knowledge of the literature. SPSS 22 program was used to evaluate the data, chi-square and logistic regression analysis were performed. $p<0.05$ significance level was accepted.

3. Results

The mean age of the participants was 26.±26 (min-max:16-49). Some sociodemographic characteristics are shown in Table 1.

Table 1. Some Socio-demographic Characteristics of the Participants (N=112)

Variable	Charasteristics	N	%
Age range	20 years and under	33	29.4
	Between the ages of 21-30	58	51.8
	31 years and older	21	18.8
Level of education	Illiterate	7	6.3
	Literate	5	4.5
	Primary school graduate	9	8.0
	Secondary school graduate	10	8.9
	High school graduate	48	42.9
	Graduated from a Universty	33	29.5
Job (n=95)	Self-employment	35	36.8
	Health personnel	15	15.8
	Training staff	4	4.2
	Officer	7	7.4
	Housewife	34	35.8
Marital status	Married	58	51.8
	Single	49	43.8
	Widowed/Divorced	5	4.5
Perception of income level	Excess revenue	46	41.1
	Excess expense	40	35.7
	Income and expense equal	26	23.2

As can be seen in Table 2, although most of the participants know the laws and regulations related to violence or the places where they can take shelter in

case of violence, almost half of them think that violence cannot be prevented.

Table 2. Some Knowledge and Approaches of the Participants towards Violence (N=112)

Variable	Charasteristics	n	%
Request for help (n=31)	Yes	1	3.2
	No	30	96.8
Frequency of violence	Every day	10	17.9
	Once a week	13	23.2
	Once a month	10	17.9
	Longer intervals	23	41.0
Whether she herself has committed violence (n= 96)	Yes	28	29.2
	No	68	70.8
Is violence a solution? (n=91)	Yes, sometimes	4	4.4
	Sometimes	21	23.1
	Never	66	72.5
Knowing where to get help in the event of violence (n= 102)	Knows	70	68.6
	Does not know	32	31.4
Whether she knows the laws about violence (n= 92)	Knows	54	58.7
	Does not know	38	41.3
Knowing about women's shelters (n= 101)	Knows	64	63.4
	Does not know	37	36.6
Can violence be prevented? (n= 91)	Yes	51	56.0
	No	40	44.0

As seen in Table 3; The rates of victims of violence are higher in those aged 31 and over, those with low levels of education, housewives and married people (p<0.05)

Table 3. Some Sociodemographic Distribution of Participants on Whether or Not They Are Victims of Violence (N=112)

Variable	Feature	n	Case group n (%)*	Control group n (%)	Testing Value
Age range	20 years and under	33	10 (30.3)	23 (69.7)	χ^2= 27.225 **p= 0.001**
	Ages 21-30	58	25 (43.1)	33 (56.9)	
	31 years and older	21	21 (100.0)	0 (0.0)	
Education level	Illiterate	7	7 /100.0)	0 (0.0)	χ^2= 27.938 **p= 0.001**
	Literate	5	5 (100.0)	0 (0.0)	
	Primary school graduate	9	9 (100.0)	0 (0.0)	
	Secondary school graduate	10	6 (60.0)	4 (40.0)	
	High school graduate	48	17 (35.4)	31 (64.6)	
	Graduated from a Universty	33	12 (36.4)	21 (63.6)	
Job (n=95)	Self-employment	35	12 (34.3)	23 (65.7)	χ^2= 16.815 **p= 0.002**
	Health personnel	15	5 (33.3)	10 (66.7)	
	Training staff	4	2 (50.0)	2 (50.0)	
	Officer	7			
	Housewife	34			

Variable	Feature	n	Case group n (%)*	Control group n (%)	Testing Value
			4 (57.1)	3 (42.9)	
			27 (79.4)	7 (20.6)	
Marital status	Married / Single / Widowed/Divorced	58 / 49 / 5	40 (69.0) / 13 (26.5) / 3 (60.0)	18 (31.0) / 36 (73.5) / 2 (40.0)	χ²=19.341 **p= 0.001**
Perception of income level	Excess revenue / Excess expense / Income and expense equal	46 / 40 / 26	18 (39.1) / 21 (52.5) / 17 (65.4)	28 (60.9) / 19 (47.5) / 9 (34.6)	χ²=4.735 p=0.094

* Row percentage is taken.

As seen in Table 4; Those who are exposed to violence every day or once a week, those who have used violence themselves, those who believe that violence is a solution, and those who do not know where to get help in case of violence, are more likely to be victims of violence (p<0.05).

Table 4. Distribution of Some Violence Information and Approaches of the Participants on Whether or Not to Be a Victim of Violence

(N=112)

Variable	Feature	n	Case group n (%)*	Control group n (%)	Testing Value
Frequency of violence	Every day / Once a week / Once a month / Longer intervals	10 / 13 / 10 / 23	10 (100.0) / 10 (100.0) / 9 (69.2) / 7 (30.4)	0 (0.0) / 0 (0.0) / 4 (30.8) / 16 (69.6)	χ²=22.729 **p= 0.001**
Whether she herself has committed violence (n=96)	Yes / No	28 / 68	16 (57.1) / 24 (35.3)	12 (42.9) / 44 (64.7)	χ²=3.895 **p= 0.048**
Is violence a solution? (n=91)	Yes, sometimes / Sometimes / Never	4 / 21 / 66	4 (100.0) / 9 (42.9) / 22 (33.3)	0 (0.0) / 12 (57.1) / 44 (66.7)	χ²=7.305 **p= 0.026**
Knowing where to get help in the event of violence (n=102)	Knows / Does not know	70 / 32	27 (38.6) / 24 (75.0)	43 (61.4) / 8 (25.0)	χ²=11.657 **p= 0.001**
Whether she knows the laws about violence (n=92)	Knows / Does not know	54 / 38	26 (48.1) / 15 (39.5)	28 (51.9) / 23 (60.5)	χ²=0.679 p= 0.410
Knowing about women's shelters (n=101)	Knows / Does not know	64 / 37	26 (40.6) / 20 (54.1)	38 (59.4) / 17 (45.9)	χ²=1.705 p= 0.192

| Can violence be prevented? (n=91) | Yes | 51 | 19 (37.3) | 32 (62.7) | χ²= 0.071 |
| | No | 40 | 16 (40.0) | 24 (60.0) | p= 0.789 |

* Row percentage is taken.

Conclusion

In this case control research conducted with women who have been victims of violence during the pandemic process and those who have not; In terms of being a victim of violence, it was seen that both some socio-demographic characteristics and information and approaches to violence made a difference. At the point of preventing violence against women, which is still a global public health problem today and seems to continue to be a problem for a while in the future, it is evaluated that increasing women's education levels, ensuring that they have a profession, and ensuring that they have information about the institutions and organizations that they can receive support in case of violence are solutions that will always remain valid.

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The Relationship of Pre-eclampsy and Healthy Lifestyle Behaviors in Healthy Pregnancy with Depression

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Abstract

Objective: The aim of this study is to evaluate healthy lifestyle behaviors in preeclamptic pregnant women and compare them with those of healthy pregnant women.

Study design: The sample of this descriptive study consisted of 168 pregnant women. The data were collected with the Healthy Lifestyle Behavior Scale and the , and the Introductory Information Form statistical analyzes were done in SPSS 21 program.

Results: The results revealed that the mean total score of the Healthy Lifestyle Behaviors Scale was higher in preeclamptic pregnant women, and the difference was statistically significant (p=0.050). The mean scores of health responsibility, spiritual development, and stress management, the sub-dimensions of the Healthy Lifestyle Behaviors Scale, were higher in preeclamptic pregnant women. There was no statistically significant difference between the pregnant women in terms of physical activity, nutrition, and interpersonal relations mean scores (p>0.05).

Conclusion: Identifying risky groups before pregnancy and guiding them to the appropriate health institution during pregnancy is of vital importance in the prognosis of preeclampsia. To reduce the complaints in pregnant women with preeclampsia and maintain a healthy pregnancy, it can be recommended to question their lifestyles and guide them to develop healthy lifestyle behaviors.

Keywords: *Depression, health behaviors, preeclampsia pregnancy.*

1. Introduction

Hypertensive diseases are among the major causes of morbidity and mortality for mothers, fetuses, and newborns in developed and developing countries [1]. It is reported that 14% of all maternal deaths worldwide are due to hypertensive diseases during pregnancy [2]. Diseases accompanied by hypertension in pregnancy adversely influence the health of both the mother and the baby [3, 4]. Preeclampsia is a pregnancy hypertensive disease and is one of the three common causes of maternal death worldwide [5]. It is the second leading cause of maternal death in our country. [6].

Preeclampsia, which develops in the second half of pregnancy accompanied by urinary proteinuria and hypertension, affects 3-5% of pregnancies [7, 8], and causes the death of approximately 500.000 infants and 70.000 mothers each year [9].

The etiopathogenesis of pregnancy-associated preeclampsia is not known precisely, but it is thought to develop as a result of vasospasm, endothelial cell destruction, immunological factors, and secondary decreased organ perfusion [10, 11]. Pathology in preeclampsia exists even from the onset of pregnancy, but clinical findings appear in the later stages of pregnancy. The early onset of clinical findings occurs with the aggravation of the pathology. [12].

Health promotion is defined as the individuals' gaining the power to improve their health and increase control over it. The use of health-promoting behaviors is essential to prevent diseases, early diagnosis, and maintenance of health. According to Pender, healthy lifestyle behaviors are classified as spiritual development, health responsibility, exercise, nutrition, interpersonal relationships, and stress management [13].

It is pivotal for individuals to acquire and maintain healthy lifestyle behaviors at all stages of their lives [14].During a critical period, such as pregnancy, it is expected that women develop healthy lifestyle behaviors before, during, and after pregnancy.

When a risky situation is detected during pregnancy, not only the physical health of the mother but also her mental health is affected. Antenatal and postnatal anxiety and depression are observed in high-risk pregnant women diagnosed with preeclampsia [15]. Worrying about the baby due to preeclampsia, the threat of premature birth, anomaly birth, and the loss of the baby cause high levels of stress and, thus, depression in women.

Depression, which is a significant mental health problem frequently seen throughout the world, prevents people's functionality, creativity, happiness, and satisfaction, resulting in a reduction in the quality of life and workforce losses [16]. International studies indicate that depression is mostly seen in women aged 18-44, including fertility processes like pregnancy, childbirth, and the puerperium [17, 18].

Depression is a significant individual and social health problem due to its high prevalence, chronicity, and recurrence rates, increasing the loss of workforce, maternal and fetal morbidity, mortality, and the risk of suicide. Therefore, early diagnosis and treatment of pregnancy depression are of vital importance [19].

In this study, the researcher aimed to evaluate healthy lifestyle behaviors and depression findings in pregnant women with preeclampsia.

2. Resarch Design

This study is in a descriptive design.

3. Settings and Participants

The universe of the study included pregnant women attending the X Training and Research Hospital Gynecology Polyclinics. There are two groups in the study: preeclamptic pregnant women and healthy pregnant women. To apply the Healthy Lifestyle Behaviors Scale and Beck Depression Scale with four scales, 286 pregnant women with preeclampsia admitted to the X Training and Research Hospital in 1 year was calculated with ±3 standard deviation, 95% confidence (5% significance level). As a result, 168 pregnant women were involved in the study (84 preeclamptic women and 84 healthy women).

Inclusion criteria were being a T.R. citizen, being at or after the 28th gestational week, being at the age of 18-45, being diagnosed with preeclampsia during pregnancy or being a healthy pregnant, taking part in the study voluntarily, and not being diagnosed.

4. Data Collection Tools

The data were collected in 3 stages:

The Descriptive Information Form: Developed by the researcher using the literature, the form has 40 questions regarding the socio-demographic information, obstetric history, and health status of

pregnant women. The data collection tools were administered by the researcher through face-to-face interviews with volunteer pregnant women.

The Healthy Lifestyle Behavior Scale-II: It was developed (1987) and revised (1996) by Walker et al. [20]. The Turkish adaptation study was performed by Bahar et al. in 2008. The scale measures an individual's health-promoting behaviors associated with a healthy lifestyle. The scale consists of 52 items and 6 sub-dimensions [21]; spiritual development, health responsibility, physical activity, nutrition, interpersonal relationships, and stress management. All the items of the scale are positive and in the form of a 4-point Likert scale never (1), sometimes (2), often (3), regularly (4). The lowest score for the whole scale is 52, and the highest score is 208. The overall score of the scale gives the healthy lifestyle behaviors score. The Alpha reliability coefficient of the scale was reported as 0.94 [21]. In this study, the Alpha reliability coefficient was found to be 0.899.

The Beck Depression Inventory: It was used to measure the level of depression in women in our study. It was first developed by Aaron Temkin Beck in 1961 and was revised in 1971 [22]. The scale was adapted into Turkish by Hisli (1989). The aim of the scale is not to diagnose, but to determine the severity of depression symptoms numerically. There are 21 items on the scale in the form of a four-point Likert scale. The total score ranges from 0 to 63. Items are scored between 0-3, and the highest score to be obtained is 63. In the validity and reliability article of the scale for Turkish, the cut-off score was reported to be 17. A high score indicates that the severity of depression symptoms increases [23, 24]. In the reliability study, the Cronbach Alpha coefficient was found to be 0.80, and the reliability of split-half was found to be r=0.74 [23]. In our study, the Cronbach's alpha coefficient was found to be 0.863.

5. Ethical Considerations

To conduct the research, institutional permission was obtained from Istanbul X Training and Research Hospital, and ethics committee approval was received from Health Sciences University X Ethics Committee. Our research was conducted in accordance with the provisions of the 1995 Declaration of Helsinki. The participants were informed about the purpose of the study, that their data would be kept confidential and that they could withdraw the study whenever they wanted, and their

consents were obtained. As the study was conducted only in one hospital, the results cannot be generalized to the whole population, and they are based on the personal reports of pregnant women.

6. Analysis and Evaluation of Data

The normality testing of continuous variables was performed with the Shapiro Wilk test. Parametric tests were utilized for the variables conforming to the normal distribution, and non-parametric methods for those that did not. The student's t-test and the Mann Whitney U test were used for the comparison of the mean scores of preeclamptic and healthy pregnant women, and the median comparison methods, respectively. Chi-square test was performed in the comparison of categorical data, and Fisher Exact test was used if the expected value less than 5 was above 20%. To examine the linear relationship between continuous variables, Pearson correlation coefficients were calculated. The data analysis was performed with SPSS 21 program. The statistical significance level was considered 0,05.

7. Results

Table 1. The healthy lifestyle behaviors scale scores of the participants

HLBS-II Sub-scales	Pregnant women with preeclampsia		Healthy pregnant women		T	p
	Mean±SD	Min-Max	Mean±SD	Min-Max		
Nutrition	24.17±3.71	17-32	23.76±4.1	16-36	0.672	0.503
Physical activity	14.63±4.01	8-26	14.42±4.31	8-28	0.334	0.739
Interpersonal relations	27.43±4.73	17-36	26.68±4.02	18-36	1.107	0.270
Spiritual development	29.15±4.16	19-36	27.71±4.19	19-36	2.235	**0.027**
Health responsibility	23.46±4.47	10-33	21.14±4.75	13-32	3.262	**0.001**
Stress management	21.31±3.86	12-30	20.11±4.02	13-32	1.977	**0.050**
HLBS-II Total Score	140.15±17.97	100-180	133.82±19.4	98-187	2.195	**0.030**

p: Student's t-test

The study showed that the mean total score of the healthy lifestyle behaviors scale in preeclamptic pregnant women was higher than that of healthy pregnant women (p=0.050). The mean scores of health responsibility (p=0,001), spiritual development (p=0,027), and stress management (p=0,050) sub-dimensions were higher in in preeclamptic group.

Table 2. Comparison of the data of preeclampsia and healthy pregnant women according to the beck depression scale

	Pregnant women with preeclampsia		Healthy pregnant women			
	Mean±SD	Min-Max	Mean±SD	Min-Max	t	p
B E C K	13.29±8.65	1-42	14.85±9.89	0-55	-1.088	0.278

p: Student's t-test

There was no statistically significant difference between preeclamptic and healthy pregnant women according to the mean Beck depression scores (p>0,05).

Table 3: Comparison of the total scores of the groups' according to the healthy lifestyle behaviors scale and BECK depression scale

BECK		Health responsibility	Physical activity	Nutrition	Spiritual development	Interpersonal relations	Stress management	Total
Preeclamptic pregnant	r	**-0.267**	-0.024	-0.161	-0.186	-0.191	-0.208	**-0.243**
	p	**0.014**	0.826	0.145	0.090	0.081	0.058	**0.026**
Healthy pregnant	r	0.020	-0.019	-0.022	-0.156	-0.191	-0.169	-0.112
	p	0.857	0.865	0.844	0.157	0.082	0.125	0.311

p: Pearson Correlation

A negative, weak, linear relationship was found between Beck scores and health responsibility scores in pregnant women with preeclampsia (r=0.267; p=0.014). As Beck scores increased, health responsibility scores decreased.

A negative, weak, linear relationship was also found between Beck scores and healthy lifestyle behaviors scale total scores in pregnant women with preeclampsia (r=0.243; p=0.026). As Beck scores increased, healthy lifestyle behaviors scale total scores decreased.

8. Discussion

The mean score of HLBS of pregnant women with preeclampsia was 140.15±17.97, and the mean score of healthy pregnant women was 133.82±19.4. In our study, in both preeclampsia and healthy pregnant women, the lowest and the highest scores were obtained in the physical activity and the spiritual development sub-scales in HLBS respectively. In a similar study conducted by Onat and Aba with pregnant women, it was reported that the lowest score in HLBS belonged to the physical activity sub-scale and the highest score belonged to spiritual development sub-scales [25]. No significant difference was found between total scale scores in a study by Aksoy et al. in which healthy life behaviors of high-risk pregnant women and healthy pregnant women were evaluated. However, there was a significant difference between the groups in the sub-dimensions of stress management, physical activity, and health responsibility. Health behavior scores are higher in risky pregnant women [13]. Auerbach et al. reported that health controls during pregnancy directly affect the health of the mother and baby [26]. Health responsibility and spiritual development are of vital importance in the acquisition of health behaviors. In our study, health responsibility, spiritual development, and stress management scores were higher in pregnant women with preeclampsia. Our study results are consistent with the literature, and the highest health behavior is spiritual development, and the lowest health behavior is physical activity, especially in risky groups. This shows us that in high-risk pregnancies, health searches and pregnancy follow-ups are performed more frequently, and pregnant women are effective in managing the process by avoiding stress.

The psychopathological symptoms experienced during pregnancy cause negative outcomes on the fetus. It has also been reported that preeclampsia and eclampsia, hypertensive diseases of pregnancy, are associated with depression [19]. In the study by Pişirgen with risky pregnancies, it was noted that the mean anxiety and depression in cases with risky pregnancies were significantly higher than in non-risky cases [27]. Contrary to the literature, in our study, no significant difference was found between depression scores in preeclampsia and healthy pregnant women, which may be due to the successful stress management of the pregnant women in the study. A relevant study emphasizes that depression causes negative health behaviors in pregnant women and contributes to the occurrence of obstetric risks [28].

According to our study results, the increase in depression status in pregnant women with preeclampsia decreased the responsibility for health, suggesting that the increase in the severity of depression symptoms in women harms their health behaviors during pregnancy. There was also a negative relationship between the Beck scores and healthy lifestyle behaviors scale total scores in pregnant women with preeclampsia. As healthy lifestyle behaviors decreased, depression levels increased in pregnant women.

Conclusion

Primary health care services have significant functions in questioning the risky pregnancy history and early interventions to detect negative health behaviors before pregnancy.

To eliminate the complaints in pregnant women with preeclampsia, the lifestyle of the pregnant woman should be reviewed, and healthy lifestyle behaviors should be developed. Evaluation of depression before and during pregnancy and early intervention is important for maternal-fetal health. Therefore, women in the risk group should be supported to gain positive health behaviors in their daily lives. During prenatal, antenatal, and postnatal follow-ups, it is essential to approach pregnant women as a whole, both physically and mentally.

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